CURRICULAR INTEGRATION
OF
ELEMENTARY FRENCH AS A SECOND LANGUAGE
BY
NON-SPECIALIST TEACHERS
by

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS
in
THE FACULTY OF GRADUATE STUDIES

Centre for the Study of Curriculum and Instruction

We accept this thesis as conforming
to the required standard

THE UNIVERSITY OF BRITISH COLUMBIA

November 1993

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Date October 13, 1973
ABSTRACT

The aim of this study was threefold. Firstly, the feasibility of the curricular integration of French with another content area by non-specialist elementary teachers with low to average communicative competency in French was investigated. Secondly, the reaction of these teachers to Explorons la France, an integrated teaching resource incorporating curricular integration, was examined. Thirdly, the study proposed to investigate any changes in students' attitude toward French after their teachers had used the teaching resource, thereby adding a second language component to their study of a content area.

There were three instruments used in the course of this study. The first was a teacher questionnaire to measure teacher satisfaction and readiness. The second instrument was an Intermediate Attitudinal scale designed to measure attitudes towards French language and culture. Lastly, an interview questionnaire was administered to ten key individuals involved in French Language Education in British Columbia.

The issue of student attitudes toward French improving after having used the language as a tool for further learning was not supported by the data collected. However, further data collected supported the remaining questions. Curricular integration of E.F.S.L., by non-specialist teachers with low to average linguistic skills in French, is supported by
the results of the teacher questionnaire. After having had an opportunity to work with the *Explorons la France* resource, non-specialist teachers involved expressed a positive reaction to the document.

The third research question, attitudinal in nature, examined whether success with an initial attempt at curricular integration would spur non-specialist teachers on to subsequent attempts at further curricular integration. The teacher reaction was generally positive. The fourth research question examined the question of E.F.S.L. and the feasibility of curriculum integration by non-specialists, from administrative perspectives. Results indicate approval of the mandate of E.F.S.L. and support for the exploration of means of integrating French within the curriculum.

Notwithstanding certain reservations, the teachers and administrators involved in the study generally expressed optimistic views about the mandating of Elementary French as a Second Language as of Grade 5 in general and its integration within other, specific curricular areas.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>ii</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>iv</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>vi</td>
</tr>
<tr>
<td>Chapter One</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>4</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>8</td>
</tr>
<tr>
<td>Summary</td>
<td>8</td>
</tr>
<tr>
<td>Chapter Two</td>
<td>9</td>
</tr>
<tr>
<td>Review of Literature</td>
<td>9</td>
</tr>
<tr>
<td>Introduction</td>
<td>12</td>
</tr>
<tr>
<td>Curricular Integration</td>
<td>20</td>
</tr>
<tr>
<td>Second Language Integration</td>
<td>26</td>
</tr>
<tr>
<td>Second Language Integration at the Elementary Level</td>
<td>32</td>
</tr>
<tr>
<td>Attitude and Motivation</td>
<td>35</td>
</tr>
<tr>
<td>Program Implementation</td>
<td>38</td>
</tr>
<tr>
<td>Summary</td>
<td>38</td>
</tr>
<tr>
<td>Chapter Three</td>
<td>39</td>
</tr>
<tr>
<td>Design of the Study</td>
<td>39</td>
</tr>
<tr>
<td>Research Questions</td>
<td>40</td>
</tr>
<tr>
<td>Description of Instruments used in the Study</td>
<td>42</td>
</tr>
<tr>
<td>Sample Selection</td>
<td>44</td>
</tr>
<tr>
<td>Description of the Sample</td>
<td>46</td>
</tr>
<tr>
<td>Collection of the Data</td>
<td>48</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>51</td>
</tr>
<tr>
<td>Summary</td>
<td>51</td>
</tr>
<tr>
<td>Chapter Four</td>
<td>52</td>
</tr>
<tr>
<td>Data Presentation</td>
<td>52</td>
</tr>
<tr>
<td>Research Question No. 1</td>
<td>52</td>
</tr>
<tr>
<td>Research Question No. 2</td>
<td>52</td>
</tr>
<tr>
<td>Research Question No. 3</td>
<td>60</td>
</tr>
<tr>
<td>Research Question No. 4</td>
<td>63</td>
</tr>
<tr>
<td>Goals of E.F.S.L.</td>
<td>63</td>
</tr>
<tr>
<td>Identified Constraints</td>
<td>65</td>
</tr>
<tr>
<td>Implications beyond Elementary School</td>
<td>66</td>
</tr>
<tr>
<td>E.F.S.L. and Curricular Integration</td>
<td>68</td>
</tr>
<tr>
<td>Human and Material Resources</td>
<td>70</td>
</tr>
<tr>
<td>Discussion</td>
<td>73</td>
</tr>
<tr>
<td>Summary</td>
<td>74</td>
</tr>
<tr>
<td>Chapter Five</td>
<td>Summary Conclusions, Discussion and Recommendations</td>
</tr>
<tr>
<td></td>
<td>Discussions and Conclusions</td>
</tr>
<tr>
<td></td>
<td>Implications for Educational Practice</td>
</tr>
<tr>
<td></td>
<td>Limitations of the Study</td>
</tr>
<tr>
<td></td>
<td>Suggestions for Further Research</td>
</tr>
<tr>
<td></td>
<td>Recommendations</td>
</tr>
<tr>
<td></td>
<td>Recommendation 1</td>
</tr>
<tr>
<td></td>
<td>Recommendation 2</td>
</tr>
<tr>
<td></td>
<td>Recommendation 3</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
</tr>
<tr>
<td>Bibliography</td>
<td></td>
</tr>
<tr>
<td>Appendix A</td>
<td>Intermediate Attitudinal Scale</td>
</tr>
<tr>
<td>Appendix B</td>
<td>Intermediate Attitudinal Scale - Raw Data</td>
</tr>
<tr>
<td>Appendix C</td>
<td>Teacher Questionnaire</td>
</tr>
<tr>
<td>Appendix D</td>
<td>Interview Questions</td>
</tr>
<tr>
<td>Appendix E</td>
<td>Sample Interview Transcripts</td>
</tr>
<tr>
<td>Appendix F</td>
<td>Résumé of Interview Data</td>
</tr>
<tr>
<td>Appendix G</td>
<td>Explorons la France Module</td>
</tr>
<tr>
<td>Appendix H</td>
<td>Year 2000: A Framework for Learning: An Overview</td>
</tr>
<tr>
<td>Appendix I</td>
<td>Intermediate Program Foundations: Curriculum Integration</td>
</tr>
<tr>
<td>Appendix J</td>
<td>F.S.L. Curriculum and Assessment Framework: Sample Pages (Draft)</td>
</tr>
</tbody>
</table>
ACKNOWLEDGEMENT

To my colleagues, friends and family in grateful recognition of their patient support and gentle encouragement.
Chapter One

INTRODUCTION

1.1 STATEMENT OF THE PROBLEM

The Intermediate Program of the British Columbia Ministry of Education's *Year 2000* Curriculum proposes mandating Core French instruction from Grades 5 - 8. That same document, through the vehicle of Curriculum/Assessment Frameworks, advocates many recent innovations in Curriculum and Instruction, including curricular integration.

Currently in most provinces, as elsewhere in the world, French programs, as well as other language programs at the beginning level, are most often delivered by generalist classroom teachers. This situation exists for a number of reasons, not the least of which is the pronounced shortage of language teaching specialists. There appears to be little indication that this state of affairs will be changing in the near future. In service programs and Summer Institutes designed to increase the French linguistic ability of the generalist teachers involved in E.F.S.L. continues to be the major means used to address this issue.

Having worked as a District Staff consultant for six years with non-specialist elementary teachers delivering a Core French program in Surrey, the author is keenly aware of the significance of the classroom
teacher and the implications of fluency or the lack thereof. The question of teacher availability and qualification is critical not only to the future of elementary French instruction in British Columbia but also, in more global terms, to second language education in general. Experience as Past-President of the B.C. Association of Teachers of Modern Languages, and currently being First Vice President of the Canadian Association of Second Language Teachers, has allowed the author exposure to special opportunities thereby allowing him to develop insights into the implications of this issue from both a provincial and a national perspective.

While working as a Curriculum Helping Teacher (a consultant from the District Resource Centre), the author chaired the writing team which created the *Explorons la France* module. It was not developed solely to be a basis for part of this study but rather to address the need for resources allowing curricular integration of French - a need voiced by generalist teachers in Surrey teaching French at the elementary level.

The aim of this study is threefold. Firstly, the feasibility of the curricular integration of French with another content area by non-specialist elementary teachers, from School District #36 (Surrey), with low to average communicative competency in French is to be investigated. Secondly, the reaction of these non-specialist teachers to Explorons la
France, an integrated teaching resource incorporating such curricular integration, will be examined by asking the following question. Would successful work with the learning resource in question encourage these teachers to pursue further curricular integration involving French? Thirdly, the study proposes to investigate, through the use of an attitudinal scale, any changes in students' attitude toward French after their teachers had used an integrated teaching resource, thereby adding a second language dimension to their study of a content area.

1.2 SIGNIFICANCE OF THE STUDY

The recent move to curricular integration and to a more holistic methodology, as witnessed in British Columbia by the publication of the Sullivan Report and the ensuing Year 2000 program (See Appendix H), has raised interesting questions concerning the role that the instruction of second languages, French in particular, can play. Many educators have difficulty envisioning a model of such integration, how it would operate in a classroom situation and what the new role of the teacher might be (Surrey Task Force, 1989). This difficulty is also experienced by language teachers. Further complicating the situation is the question of what role the non-specialist French teacher might play at the Elementary school level vis-à-vis the issue of curricular integration.
This thesis hopes to provide evidence, within a Surrey context, to research the above questions. Moreover, as an exploratory study, it could be viewed as a preliminary step and as a possible model for any school district, any curriculum developer, any teacher trainer or any individual teacher that might be contemplating the implementation of curricular integration involving a second language.

1.3 DEFINITION OF TERMS

Terminology in educational circles is often deceptively varied, with certain terms being used seemingly interchangeably. Therefore, some terms found within this study will undoubtedly be in need of some clarification and definition.

Core French: The term is used throughout Canada to describe French programs delivered both at the elementary and secondary levels which offer students a traditional instruction format of 30 - 60 minutes per day, several times a week. The daily time allotments increase as students progress into secondary school. It is also synonymously known as F.S.L. (French as a Second Language). Both Core French and F.S.L. will be used interchangeably throughout this study. The term F.S.L. is further subdivided into E.F.S.L. (Elementary French as a Second Language) and S.F.S.L. (Secondary French as a Second Language). This contrasts with
French Immersion programs which offer students instruction in French for most, if not all, of their school day through teaching the curriculum in French.

Generalist teachers: For the purposes of this study, this terms refers to elementary classroom teachers who have neither a high degree of communication skills in French nor any specific pre-service training in the teaching of French. This type of teacher is often referred to in the literature dealing with second language pedagogy as a non-specialist, the speciality in question being the teaching of French.

Curriculum or curricular integration: This methodology calls for the teaching in combination of what hitherto have been distinct disciplines taught in isolation from other subjects. In the literature, this educational practice is also frequently referred to as one example of an integrative or interdisciplinary curriculum.

Integrated unit: A teaching resource, usually self-contained, that provides a ready-made amalgam extracted from the content areas chosen for study. Lesson plans and learning activities presented reflect the goals and objectives of the content areas being integrated.

*Explorons la France* kit or module: This term refers to an integrated teaching unit prepared by the Surrey School Board. It was intended for a Grade 6 target audience integrating E.F.S.L. and the study of France.
The provincial Social Studies curriculum for that grade level identifies France as an area of study. Therefore the integrated unit was designed to respect the goals and objectives outlined in the Socials Studies text *Exploring our World* authorized by the Ministry of Education for the Grade 6 level, while simultaneously adding a second language component.

This integrated teaching resource is a series of eight lessons highlighting the geography, food and clothing of France. The beginning of each thirty minute lesson contains information regarding the focus of the lesson, the needed materials and the vocabulary either to be pre-taught. The lessons are designed to be self-supporting in that masters, to make photocopies of any materials to be used by the students, are provided. The taped commentary and slide set required for certain lessons are included as well. Transcripts of the taped portions of the lessons are included as English translations. Each lesson includes some suggested extension activities. The proposed extensions may require some supplementary preparation according to guidelines provided. These extension activities are supplied for those teachers who feel comfortable enough with their French competence level and/or who have sufficient E.F.S.L. teaching experience to modify the highly structured lesson plans and to try some of the more open-ended learning activities proposed. These activities are
consistent with those identified within the National Core French Study, the British Columbia Year 2000 Program and the French as a Second Language Curriculum and Assessment Framework.

An extensive list is provided for teachers who wish to supplement the lessons with print, audio and video materials. Strategies for exploiting these various types of materials using authentic communication are also provided. Moreover, teachers are strongly encouraged to obtain supplementary modules which circulate through the Surrey School District's Central Library. Each of these modules contains seven laminated posters of France as well as class sets of both small and large picture cards depicting diverse aspects of France including geographical regions, historical monuments and scenes of daily life. Suggested strategies for the use of these cards as well as the posters are also outlined in this integrated teaching resource (See Appendix G).

F.S.L. Curriculum and Assessment Framework: This conceptual document is designed by the Ministry of Education to underpin French as a Second Language instruction in elementary and secondary schools province-wide and to support the expanded view of curriculum as presented in the Year 2000 document and the Intermediate Program Foundations Draft. Such frameworks exist for all subject areas. Unlike past curriculum guides that prescribe specific details and facts to be
learned by all, the framework outlines broad understandings to be sought.

In the case of the F.S.L. Framework, these outlines are reflected in five "Curriculum Intentions" sketching the broad foundation of knowledge, skills, and attitudes that are related to French. Each intention is presented with several "Implications for Planning" designed to allow the teacher to create learning opportunities for learners to realize the "Curriculum Intention" in question through activities that tap into the learners' interests, abilities and past experiences. Each intention is also presented with several "Implications for Observing" designed to allow the teacher to determine to what extent the learner has realized the "Curriculum Intention" in question. Therefore, the planning implications describe what to teach; the curriculum. The observing implications describe how to assess what was learned (See Appendix J).

1.4 SUMMARY

New directions in second language pedagogy include curricular integration. In an elementary school setting where mostly generalist teachers deliver the French program, are these new directions attainable? Furthermore, are there attitudinal benefits in attaining them? This exploratory study focusses on curricular integration within the noted parameters.
2.1 INTRODUCTION

Even in Aristotle's era, the complexity of deciding what to teach was recognized. He characterizes the debate in the following manner:

At present, opinion is divided about the subjects of education. All do not take the same view about what should be learned by the young, either with a view to plain goodness or with a view to the best life possible; nor is opinion clear whether education should be directed mainly to understanding, or mainly to moral character. If we look at actual practice the result is sadly confusing.... (Aristotle, cited in Kliebard, 1985 pp. 31-32)

The same debate continues today.

Educational curriculum has many definitions, each emanating from specific socio-political and philosophical positions. Skilbeck (1982) identifies three broad value systems as characterized in curriculum design. They are classical humanism, reconstructionism and progressivism. Clark (1987) examines each of these views of curriculum from the perspectives of second language learning, student assessment, and the role of the learner and the teacher.

The fundamental role of education in the classical humanism approach is the transmission of knowledge, culture and standards from generation to generation. This elite, top-down transmission of knowledge is traceable to Plato (Clark, 1987). The teacher is viewed as the fount of
all knowledge expatiating *ex cathedra* to a group of empty vessels Coleman (1991). This content-driven approach has subject matter distilled into elements of knowledge presented sequentially from simple to complex. For language learning, classical humanism is characterized by the grammar-translation method. Student assessment is norm-referenced.

The reconstructionism ideology, also referred to as social efficiency (Kliebard, 1985), is concerned with social change through the study of societal institutions. This goal-driven system seeks to arrive at a social consensus on common goals and on a means to achieve them. A key goal for second language teaching is to improve communication between groups, thereby heightening understanding. Learners' needs are analysed in terms of functions and notions of language such as asking directions, apologizing or giving instructions as exemplified by van Ek (1975). Reconstructionism methodology revolves around skill practice and mastery of specific criteria. Student assessment in this approach is criterion-referenced.

The development of the individual as a whole person with specific personal and group responsibilities is the focus of progressivism or developmentalism (Kliebard, 1985). This approach, "looks to Rousseau for inspiration and Piaget among others for its pragmatic support" (Clark,
1987 p. 49) notwithstanding their fundamental differences on epistemology and ethics. Progressivism advocates the promotion of natural learning processes based on various stages of development. This curriculum allows learners to negotiate goals, content and methods. Individual differences in learners are identified and strategies to respond to those differences are designed. A key concept is the fostering in the learner of the capacity to learn how to learn and how to think critically. Second language instruction is based on learning processes linked to psycholinguistic studies in language acquisition. Classroom activities promoting this acquisition are experiential in nature. One learns by doing. Student assessment, both process and product oriented, is based on negotiations with the individuals involved.

Progressivism clearly reflects the child-centered, conceptual underpinning for British Columbia's Year 2000 Curriculum in which the concept of curricular integration has been included as a significant feature (See Appendix H).

The literature reviewed for the purpose of this study of the curricular integration of E.F.S.L. by the non-specialist teacher can be classified according to five foci. The first four deal with aspects of curricular integration while the fifth focus deals with the implementation of innovations and the attendant process of change.
resulting from the advent of the Ministry document referred to above.

1. The first focus presents an overview of integration across the curriculum.

2. The second focus involves the question of second languages and how they would factor into the curricular integration equation.

3. The third focus deals specifically with the question of second language integration at the elementary school level.


5. Effective program implementation research will be discussed as it relates to the four points identified above. The melding of these five foci will serve to support the problem stated in chapter one of this thesis.

2.2 CURRICULAR INTEGRATION

Much of the recent research dealing with education has been undertaken from a global, holistic, interdisciplinary perspective (B.C. Ministry of Education, 1990; School District #36 (Surrey). 1989; Keitz, 1987). One of the fundamental suppositions of this integrative philosophy
purports that items which were learned in isolation are less likely to be retained and are more likely to be forgotten than those which were learned within a context linked to both the students' experiences and interests. That is to say:

The interrelationship of all learning and a thematic approach will need to be viewed as having a better chance to succeed than the breaking of knowledge into academic units and assigning one-hour time modules and an expert in that body of knowledge telling students the knowledge. (Vision 36/20: Making Tomorrow Work, 1989, p.55)

The arbitrary compartmentalization of content areas, from both the temporal and curricular points of view, is inconsistent with this triangular interrelationship of student experiences, student interest and learning. Fragmenting the fields of knowledge in this way can cause the curriculum to appear to have few links to the lives of students. Instruction, when presented apparently in isolation of any application to the real world, appears irrelevant to students. This irrelevance is identified as a concern for not staying in school (Court, 1991) and is cited as a prime cause for student dropouts as evidenced in a School District #36 (Surrey) study (Naylor, 1990).

Jacobs recognizes

Interdisciplinary curriculum experiences provide an opportunity for a more relevant, a less fragmented, and a more stimulating experience for students. When properly designed and when criteria for excellence are met, then students break with the traditional
view of knowledge and begin to actively foster a range of perspectives that will serve them in the larger world. (Jacobs, 1989, p. 10)

Ideally, a relevant curriculum would serve students on several levels. It would enable the learners to realize that what they are studying is pertinent not only to other parts of their school lives but also to their current or future non-school lives (Daniels, 1991). The traditional view, criticized above by Jacobs, would have knowledge transmitted in isolation from an all-knowing teacher to students who are seen as empty receptacles. Conversely, making learning relevant for students can be classified as giving them ownership of that learning. Past student experiences must be validated so as to serve as hooks on which to hang newly acquired information. In student-centered education, no longer would knowledge be the exclusive domain of the teacher. This is consistent with Piaget's theory which sees each new idea or perception analysed as a function of already known ideas (Woolfolk, 1993). These ideas or thinking processes, referred to by Piaget as schema, are either organized or adapted to suit the environment. This adaptation is done through assimilation and accommodation. Assimilation is the fitting of new information into existing schema while accommodation is the altering of existing schemes or creating new ones in response to new information. This organization, assimilation and accommodation causes
changes in thinking through a process Piaget calls equilibration. If no such balance is arrived at, we continue to seek equilibration through assimilation and accommodation until a change in thinking occurs. This provides a means of reconciling our past knowledge and experience with any new data received (Woolfolk, 1993; Labinowicz, 1980).

This move toward curricular integration and, according to many educators and researchers, to better learning through higher motivation and a perceived relevancy, has also been identified as a key feature of the British Columbia Ministry of Education's *Year 2000* document. The view of curriculum is seen as:

An orientation that accepts the integrated nature of knowledge and the interconnected relationships that exist between and among all things. It recognizes that we live and learn in a complex world, understanding of which requires knowledge of the interplay between parts with the whole. It is this view that can provide a unified focus for educational practice, thereby enabling learners to make connections and transform new knowledge into personal understanding. (Intermediate Draft Response Document, 1990, p. 89)

The findings of these two recent documents from British Columbia (Ministry of Education, 1990; School District #36 (Surrey), 1989) echo research from a variety of sources.

During the late Twenties, Whitehead (cited by the Vanderbilt Cognition and Technology Group, 1990) identified what he referred to as the inert knowledge problem. He saw inert knowledge as that which could
usually be recalled by people when explicitly asked to do so but could not be used spontaneously in problem solving even though it was relevant. Whitehead further claimed that in schools information was likely to be presented in ways that make it inert.

As a means of responding to this type of instruction described by Whitehead, researchers speak of the advantages of theme-based learning. In the late Fifties, Bloom (1958, cited in Nielsen, 1989, p. 20) discussed developing curriculum based on "integrative threads". These he saw as ideas, problems, methods or devices used to unite or relate separate learning experiences. Tanner (1989) goes back through the annals of the history of education to provide an overview of integrative curriculum citing several movements in recent history. He sees one of the functions of general education as the creation of a sense of unity through diversity. In addition to correlating subjects up to now treated in isolation, Tanner also sees curriculum demonstrating a relevance to the life of the learner. Harter and Gehrke (1989) echo this belief when they state that an ideal curriculum is one which causes students to create their own structures when trying to make sense of their world of knowledge. They see integration as "an organizing experience that takes place in the mind of the learner". Thus, according to these educators, teachers can supply their students with the tools necessary to classify and link their
experiences, to provide meaning and context to what appear to be unrelated experiences and therefore to make life more predictable through pattern recognition and creation giving students sense-making skills. In the work cited above, these two educators retrace the historical path of the curricular integration movement back to the Twenties and note a resurfacing again in cycles of ten to fifteen years.

We might conclude that this recycling is produced by our inattentiveness to history or that we simply aren't learning from our mistaken attempts. On the contrary, we would offer that a concept which keeps emerging with such regularity is one of such usefulness that it simply will not be ignored. (Harter & Gehrke, 1989, p.14)

In continuing to situate the concept of curricular integration historically, Piaget's contributions must be noted. His view that knowledge is constructed by children through interactions between their mental structures and their environment is linked to Piaget's advocacy of interdisciplinary cooperation (Ginsberg & Opper, 1969). This advocacy has manifested itself in such venues as the International Centre for Epistemological Research in Geneva, established in 1956. The Centre welcomed specialists in various fields of scientific and philosophical endeavour to work cooperatively, allowing ideas and discoveries in one discipline to permeate the others. During the seventies, there was a strong movement toward integrated studies in Britain, particularly at the
secondary level. This was proposed as a means of overcoming "the fragmentary unrelated nature of the usual sort of school programme" (Haigh, 1975, cited in Court, 1991, p. 2).

Recent literature in educational psychology makes reference to situated cognition, which provides a parallel to curricular integration (Brown, Collins & Duguid, 1989; The Cognition and Technology Group at Vanderbilt, 1990; Perkins & Salomon, 1989; Peterson, 1988;). This recent research on learning challenges the validity of transferring knowledge through abstract and decontextualized means, the traditional role of schools, and supports the linking of what is learned with how it is learned and used. Brown et. al. (1989) notes:

The activity in which knowledge is developed and deployed ...is not separable from or ancillary to learning and cognition. Nor is it neutral. Rather, it is integral part of what is learned. Situations might be said to co-produce knowledge through activity. Learning and cognition ... are fundamentally situated. (p. 32)

Thus learning by doing within specific contexts, both social and physical, provides situations which structure cognition (Miller & Gildea, cited in Brown et. al., 1989).

To that end, a curriculum embodying the philosophy discussed above and entitled Curriculum Consortium 2000 (Keitz, 1987) was introduced in 1986 in the Anchorage, Alaska School District. It predates both the Surrey Vision 36/20 document (1989) and the British Columbia Year
The advocacy of curricular integration should not be viewed as an interdiction of the study of specific disciplines. The argument is "for the disposition to seek relationships between ideas in specialist studies, not for the abandonment of specialist studies" (Entwistle, 1970, cited in Court, 1991, p. 2).

A further caveat was identified by Case (1991). He warns of an over reliance on theme-based teaching as the sole means of integrating the curriculum. His concern is that theme-based units may not have an application to "real-life" or to other content areas. He sees the integration of content as educationally significant only if the theme provides genuine coherence and worthwhile connections to the study
rather than incidental links. This warning is timely as there are no Ministry prescribed forms of curricular integration in British Columbia, "...the degree to which skills and content are integrated, is a matter of educators' professional judgement" (Ministry of Education, 1992c, p. 99).

2.3 SECOND LANGUAGE INTEGRATION

Moving the question of curricular integration into the sphere of second language education, similar ideas regarding holistic approaches containing a second language component have been strongly supported (Anderson, 1989; Forsyth, 1990; Nostrand, 1985; Sauvignon, 1983). Mohan (1986) notes that much attention has been given of late to language as a medium of learning and to its role not only in education but also in work and social interactions. Thus, curricular integration offers not only long-term pedagogical benefits, but immediate ones in the area of language acquisition in that students most effectively acquire a second language when the language learning is not the primary focus of a task but rather incidental to the completion of the task. Such a task could be entering into authentic communication with someone about a topic relevant and of interest to the student. Authentic communication is that which sees pertinent questions being asked and new information being transmitted as opposed to the asking of questions to which one already knows the
answer or the transmission of messages where the information is already known. (Tucker & D'Anglejan, 1974, cited in Mahon, 1986; Lambert, 1974; Lambert & Tucker, 1972). The *French as a Second Language Curriculum and Assessment Framework* states:

When French is viewed as an alternate means of communication, and not just as a field of study, many opportunities open up for its' [French] integration into the daily routine of the classroom teacher. First steps may be small (e.g., calendar, greetings, simple commands in context). As the teachers' and students' confidence grows, so will the range and complexity of curricular integration. (B.C. Ministry of Education, 1992a, p. 21)

This is echoed by Krashen and Terrell (1983) in their discussion of language acquisition versus language learning. For language acquisition, they argue, the target language needs to be used for the authentic communication of ideas that are personally meaningful.

When examining the question of integrating a second language within a Canadian context, the National Core French Study, initiated by H.H. Stern (1986b), has proven to be a seminal piece of research in the area of French as a Second Language, although applications of communicative language teaching are certainly transferable to the teaching of other languages. These applications center around a multidimensional curriculum, composed of four syllabi, which advocates the use of language as a tool to focus on function rather than form. Legendre (1988) defines such a curriculum as
L'ensemble structuré de l'infra-structure pédagogique, des situations pédagogiques et des interrelations entre les diverses composantes de celles-ci, planifiées pour un niveau d'études et, ou pour un sous-groupe de sujets dans une école, un collège ou une université. (cited in LeBlanc, R., 1990, p. 33)

The four syllabi which make up this multi-dimensional curriculum are the Language Syllabus, the Culture Syllabus, the Communicative/Experiential Syllabus and the General Language Education Syllabus. The first two have traditionally been a part of second language education. The first focused uniquely on the form of the language while the second examined the culture of the target language speakers. There is, however, a departure in the N.C.F.S.'s Culture Syllabus in that the view of culture is anthropological in nature. It is viewed from day to day, real-life situations rather than from a folklore viewpoint where culture would be represented, for example, by the Carnaval du Québec or Acadian folkdances. The Communicative/Experiential Syllabus also provides a departure from traditional second language methodology because non-analytic, interactive and student-centred learning activities are proposed. These activities would permit students to concentrate on function rather than language form and to use the target language for authentic communication. Such activities would validate and build on students' past experiences and/or interests. The General Language Education Syllabus provides meta-linguistic learning situations that allow students to
become better language learners by understanding the nature of language and by using context and cognates to negotiate meaning.

Stern suggested five ways in which the syllabi could be integrated (Leblanc, 1990). This would be arrived at by recognizing the complementary nature of the syllabi, by building bridges from syllabus to syllabus, by developing and using teaching materials which cut across the syllabus divisions, by starting from one syllabus and working toward the others and by placing the four syllabi within an integrated model of a second language curriculum. The National Core French Study suggests that the Communicative/Experiential Syllabus drive this integrated model so as to provide the students with the opportunity to live second language experiences relevant to them while allowing them to develop their own learning strategies.

It is evident that curricular integration has been identified as a prime educational innovation. Evidence of this appears to be supported and reinforced at many levels; local, provincial, national and international (Boyer, 1982; Keitz, 1986; McGarry, 1986). It is also clear that the documented success of French Immersion programs, in which Canadian educators have played pioneering roles, also illustrates the effectiveness of coupling the teaching of language skills with content instruction (Genesee, 1991; Krashen & Terrell, 1983; Safty, 1988). Moreover, Carey,
in his 1984 article *Reflection on a Decade of French Immersion*, attributes the many improvements and innovations taking place in Core French instruction largely to the benefits witnessed in immersion programs across the country, to wit, the *National Core French Study*. It is therefore not coincidental that the Canadian French Immersion model is frequently cited in literature dealing with second language integration.

The work of English as a Second Language practitioners throughout the world can also be credited with influencing, to a very large degree, the evolution of communicative language teaching. While not always labelled as curricular integration, there has been a movement in E.S.L. regrouping approaches which provide activities that are intrinsically meaningful and purposeful, so that they in fact surpass the practice of language solely for its own linguistically based reasons (Forsyth, 1990; Nunan, 1989, 1991; Savignon, 1991; Tarvin & Al-Arishi, 1991).

In terms of specific references in the literature dealing with second language integration, Henry Edwards and his colleagues (1984) cite a study undertaken at the University of Ottawa which studied the integration of an Introduction to Psychology course with second language components, both F.S.L. and E.S.L. They found that even a brief exposure to second language study through subject matter yields tangible positive results. These students demonstrated that they learned the subject
matter taught in their second language as well as those students who learned it in their first. Moreover, these students demonstrated gains in second language proficiency comparable to those demonstrated by students studying the second language in regular language classes. The students involved were volunteers, there were no controls and the groups were unequal through attrition, particularly the E.S.L. group. This situation reflects the difficulties of evaluating educational innovations and categorically measuring gains in such studies (Carey, 1991).

Not all studies, however, have demonstrated positive results. Swain (1988) presents contradictory evidence. She cites a study in which there were no gains in language proficiency to be seen in Hong Kong students who covered 60% of that year's curricular content in English, their second language. Swain attributes these findings not to the ineffectiveness of second language integration but rather to the methodology used by the teachers. It was categorized as a teacher-centered, question and answer approach where most content errors were corrected but little attention was paid to errors in syntax, morphology and pronunciation. To integrate a second language with a content area successfully, Swain submits that sustained talk:

Provides both opportunities for variety and complexity of language use, and it forces the learner to pay attention to how content is expressed. This suggests that at least some portion of content
lessons need to be structured in different ways in order to permit more opportunities for the sustained use of language by students. (Swain, 1988, p. 70)

Other researchers (Genesee, et al. 1989) have reached similar conclusions stating that "simply extending the amount of exposure to the target language has limited payoffs in the absence of extended opportunities for peer interaction in the target language" (p. 262) such as student-centred seminars. This would evidently indicate that in short term second language learning situations, such as those found within most school settings where the percentage of time out of any given day allocated to the target language is relatively small, the onus on educators is clearly to construct the learning experiences so as to maximize active learning and not to rely solely on passive exposure to the second language.

2.4 SECOND LANGUAGE INTEGRATION AT THE ELEMENTARY LEVEL

From an American perspective, FLES (Foreign Language in the Elementary School), FLEX (Foreign Language Experiences) and Elementary Language Immersion programs are, relatively speaking, in their infancy as they exist only in a scattered manner throughout the country (Guntermann, 1987). They are, however, currently enjoying a surge of interest (Allen, 1989). FLES is a program of language instruction, begun in the elementary
grades, offering lessons up to forty minutes in length, two to five times per week. FLEX refers to a program of instruction allowing students in the upper elementary grades to have a brief exposure to other languages and cultures. This is limited to learning only basic words and phrases during lessons of fifteen to twenty minutes, two or three times per week (Met, 1988).

A content-based curriculum for French has been produced, for use in Elementary Schools (Anderson, 1989), which links language and content objectives. This curriculum guide is designed for students in the first six grades. While certain activities are designated for use with Intermediate students, most, however, are more suitable for use with Primary students. There are no linguistic guidelines, other than a scope and sequence chart, for vocabulary items written entirely in French. The very limited introductory remarks, for these materials, cause one to assume that the author pre-supposes that teachers using this curriculum will possess a high degree of language competence and be familiar with second language methodology. No studies documenting the use of this curriculum were found.

Such integrated elementary curricula, incorporating foreign languages, are seen by Allen (1989) as a means of heightening the profile of second language education while providing a valuable service. She
The curriculum is burgeoning. Computer literacy, drug education, sex education are all seen as vital areas of study. It is essential that the rationale for the inclusion of foreign language study in the elementary curriculum be one that not only demonstrates the value of acquiring a second language but also shows how second language programs fit within and offer significant support to the total educational framework of the elementary school.

(Allen, 1989 p. 17)

A 1992 ethnographic study (Loughrin-Sacco) of an elementary French class in Michigan yielded interesting recommendations in terms of methodology. A class of beginning French students was studied for one year. While the students were college aged, Loughrin-Sacco offers suggestions to enhance learning at an elementary, beginning level. He recommends an emphasis on "language acquisition" activities over "language learning" activities, thereby stressing function over form. Moreover, he recommends the use of communicative writing. Such authentic tasks, that is recipes or letters, were better appreciated by these beginning students than workbook type of tasks.

In Canada, Elementary French as a Second Language (E.F.S.L.) or Core French, as it is often known, enjoys a far higher profile than counterpart programs in the United States. E.S.F.L. has been offered in all provinces and territories for a number of years, although by no means in a uniform manner. In her study, Poyen (1985) found that standards and time
allocations vary from one area of the country to another. A 1993 study of FSL in Canada by Alberta Education, confirms that such variations still exist. Poyen noted that certain school boards offer Extended or Enriched French in which a second subject is taught in French. Many studies have been undertaken comparing Core French programs with Extended or Enriched programs (Barik & Swain, 1976; Morrison et. al., 1979b; Shapson & Kaufman, 1978; cited in Foley et. al., 1987). These studies examined the proficiency levels of the students but did not examine the programs from the curriculum integration point of view. Several studies indicated that Extended French students demonstrated a greater proficiency than did their Core French counterparts (Barik & Swain, 1976; Morrison et. al., 1979b; Shapson & Kaufman, 1978; cited in Foley et. al., 1987). Proficiency was related to the increased hours of exposure to French in the case of these programs. Others found that there were no observable differences on particular reading tests in the latter years of being in the two programs (Genesee, 1981; Swain & Kapkin, 1977; cited in Foley et. al., 1987).

Adiv and Doré (1982, cited in Foley et. al., 1987) examined Core French students who resided in a French neighbourhood of Montreal. Several instruments were used including the Lorge-Thorndike Intelligence Test, the Metropolitan Achievement Test, the French Oral Production Test
and the French Listening and Reading Comprehension Tests. No significant differences in proficiency between these students and students enrolled in Extended programs were found. This was attributed to the French milieu in which the Core French students lived. The studies cited above were from Ontario where teachers of French, even at the elementary level, are specialists requiring specific certification to teach. However, neither the choice of subjects to be taught in French, nor the methodologies involved were discussed. Within the British Columbia context, there is little or no Extended French and E.F.S.L. is taught predominately by generalist teachers. E.F.S.L. programs in British Columbia offer no clear precedents for this study.

Particularly germane to this study is research on an experimental E.S.L. Program undertaken in four School Districts, in Francophone areas of New Brunswick where E.S.L. is usually taught by the regular classroom teacher rather than a specialist. These teachers have little specialized training for second language teaching and a number of teachers are quite restricted in their English proficiency (Lightbown & Halter, 1988). The parallels to British Columbia's Elementary French as a Second Language delivery model are obvious. The New Brunswick experimental model is based on the hypothesis that students can benefit from the opportunity to hear and read the target language for some time before they would need or
even benefit from speaking and writing. This was accomplished by giving the learners access to a wide variety of simple reading materials such as basic vocabulary lessons, story books and information books. Each of these materials was accompanied by cassette recordings which were available to students using individual cassette players with earphones. True to a learner-focussed instructional model, the role of the teacher changed. It became one of facilitating by overseeing the lessons and by supporting the students' work in providing access to technological resources (Province du Nouveau-Brunswick, 1989).

The design of the alternate E.S.L. program was based on three practical and pedagogical considerations. Firstly, there was a wide range of ability among the francophone children. Because the children work individually with their tape players, it was easier to provide them with material appropriate to their level and to allow them to progress at their own pace. This is consistent with the philosophy of B.C.'s Year 2000 program. Secondly, this model requires no new or specially trained teachers. Therefore, after the initial expense of providing the equipment and materials, there are no personnel costs. Thirdly, the experimental program presents no scheduling problems as it can be accommodated within the 30 minutes a day normally allotted for E.S.L. at the primary level.
The findings at the end of the three year study comparing the experimental group with students learning E.S.L. in the teacher-directed, whole class setting were significant. Most test results showed little difference between the groups. Students in the experimental group, with little or no experience or practice in speaking English, were as able as those in the regular program to repeat sentences, read aloud and describe pictures spontaneously. The significance of the results lies in the fact that large numbers of students can attain an acceptable degree of language proficiency without recourse to specialist teachers. Conditions for E.S.L. in the New Brunswick school districts parallel those for F.S.L. in British Columbia in terms of reliance on the generalist teacher. If French is to enjoy a province-wide implementation, according to the dictates of the Year 2000 program, measures such as those described in the Lightbown and Halter study (1988) should be closely examined.

2.5 ATTITUDE AND MOTIVATION

Curricular integration, if examined from the student motivational point of view, has a significant role to play. Echoing the evidence supporting curricular integration in the broader sense noted in section 2.1, Gardner (1991) indicates that there is a distinct correlation between positive attitudes and rates of language acquisition. The process
underlying that relationship has not been defined. Do positive attitudes facilitate language acquisition or vice versa? Gardner also states that there are supplementary benefits to be reaped from highly motivated language learners in terms of better classroom behaviour and the desire to continue with language study. Furthermore, Genesee (1991) emphasizes that academic content can provide such motivation. He cautions, however, that motivational factors are derived from this academic content only in so far as it is deemed interesting or valuable to the learner.

Attitudinal and motivational benefits were identified as key factors in many curriculum development endeavours. One example is the experimental E.S.L. project, undertaken in New Brunswick and described earlier, in which what students wished to study and technology were linked. This is described by Forsyth (1990). E.S.L. students involved in the study were exposed to a wide range of English materials likely to be of interest. They were encouraged to work through the materials at their own speed using the extensive audio-visual equipment at their disposal. There were no instances of direct teaching, activities animated by the teacher or exercises typical of traditional language classes.

Krashen and Terrell (1983) encourage the use of content activities. They see such activities as being those in which "the purpose is to learn something new other than language" (p. 123). As in all other acquisition
activities, the important characteristics are maintaining student interest and ensuring comprehensible input. Attitudes and motivation as well as a language aptitude, according to Gardner et. al. (1985), are important because they influence the rate at which second language material is learned. These notions regarding attitude and motivation, noteworthy in and of themselves, are highly compatible with the precepts of child-centered education being proposed in education circles noted earlier and particularly those highlighted in Vision 36/20, the Surrey School Board document (1989), in the various components of the Ministry's Year 2000 Curriculum and in the Anchorage, Alaska Consortium 2000 Curriculum.

In the list of studies undertaken to examine attitudes and French instruction cited in Foley et. al. (1987), Core French students were involved in traditional E.F.S.L. classes. Several studies (Ferguson, 1977; Massey, 1986; Shapson et. al., 1978) indicated that students involved in E.F.S.L. exhibited a positive attitude towards French which seemed to remain stable throughout the school year. A study comparing F.S.L. and Immersion students (Cziko et. al., 1977) indicates that attitudes toward French and the French culture are more positive among Immersion students than among F.S.L. students. Many immersion students choose that program, explaining the positive attitude to French. In spite of this self-selection, one might also propose, however, that the addition of content to
the language experience, characteristic of immersion programs, may be responsible for the more positive attitudes that were exhibited.

2.6 PROGRAM IMPLEMENTATION

With the high profile enjoyed by the Year 2000 curriculum, most teachers in British Columbia have attained an understanding, at least at a basic awareness level, of the term "curricular integration". Therefore, the "lack of a demonstrable need for change", one of the barriers to implementation identified by Fullan (1982, p. 62), is not altogether an issue. What still needs to be addressed, however, is that which Fullan refers to as a "lack of a clear practical picture of the discrepancy between current practice and what is proposed, insufficient attention to the complexity of change in terms of extent and difficulty, and the lack of adequately developed and good-quality practical materials..." (p. 62). The attainment of this awareness level by most teachers can be and is being carried out by the Ministry circulars and information sessions dealing with the various components of the Year 2000 document. This is further amplified by a vast variety of in-service opportunites dealing with curricular integration and other components of the British Columbia Year 2000 program being offered at the district level throughout the province.

In the development of the learning resource to be used as the focal
point of this study, the Surrey School Board District Staff hoped to address the three points identified above by Fullan (1982). The Explorons la France kit is one of several resources produced by the Surrey French Department as a result of assessing the readiness level of the generalist teachers within the District. Many teachers were seeking means of bringing their French lessons more in line with the manner in which they taught for the remainder of the school day. That is to say that many of these teachers had already incorporated Whole Language and Cooperative Learning strategies into their teaching. They wished now to apply some similar, more holistic, techniques in their French classes. It is thought, therefore, that the use of the Explorons la France kit will reflect well a teacher trait Fullan has identified as having a strong correlation with, not only successful implementation, but also with student learning. Fullan characterizes this as a "teacher sense of efficacy" (p. 72). In addition, it was hoped by the module's writing team, of which the author of this study was the leader, that teachers having experienced some success with this module, as a first attempt at curricular integration involving E.F.S.L., would view in a positive light any further opportunities presented to pursue such curricular integration or other types of innovative methodology that included a second language component. This would lend credence to the opinion held by Kanter (1989, cited in Fullan, 1991) that...
one should "...have a plan but learn by doing..." (p. 82).

The author believes that many of the stumbling blocks to implementation that have been identified (Glickman, 1989; McGarry, 1986) will not play significant roles in this case. This would be due to the fact that an awareness level of curriculum integration already exists, that the document to be used as a tool for this integration was teacher-developed and that the kit in question is to be used as an optional resource and not as an imposed program of study.

Other educators such as Quattrone (1989) have suggested additional factors required for the successful implementation of an innovation. These include introductory sessions, opportunities for parallel teaching with colleagues and the "pruning" of existing courses of study. Quattrone feels that the latter aspect has important "political" overtones. That is to say, teachers are often heard to complain that innovation after innovation is being "forced on them" without any suggested eliminations from the repertoire of current teaching practices. This "pruning" demonstrates that when fully incorporating the featured innovation, teachers are effectively able to eliminate other teaching activities that would then become redundant. Curricular integration is an educational innovation that serves as an example of such "pruning". That is to say, it allows teachers to help their students attain positive learning outcomes.
by structuring learning activities in such a way as to link and overlap two or three traditional subject areas in one lesson or unit of study.

2.7 SUMMARY

Given the recent interest in the melding of language teaching and content teaching, this review of selected literature has examined the general concept of curricular integration, and such integration involving a second language, particularly at the elementary level, as well as the role of motivation as an attitude builder. In addition, literature dealing with successful implementation of educational innovations, notably curricular integration, was examined. This review supports the concept of curricular integration involving French and provides the research framework for its implementation. The improved student learning and the attitudinal benefits to be reaped referred to in the literature warrant the examination of this teaching strategy within parameters that reflect the current British Columbia as proposed in this study.
Chapter Three

DESIGN OF THE STUDY

3.1 RESEARCH QUESTIONS

There are four research questions germane to this study. The first pertains to the students. That is, would attitudes toward French language and culture improve after five classes of Surrey Grade 6 students had used the *Explorons la France* module? That is, would experiencing French, used as a tool necessary for further learning and no longer solely as a discrete course of study, cause the students' attitudes toward French to become measurably more positive? This issue would be particularly appropriate to examine in light of current uncertainty regarding legislated bilingualism and attendant aspects of the constitutional question.

The remaining research questions focus on teachers and instruction. The first of these examines teacher reaction to the integrated module *Explorons la France*, used by Surrey teachers involved in this study. Would teachers react positively to a self-contained teaching resource that integrated E.F.S.L. and an introductory study of France? The next research question asks whether these generalist teachers with low to average linguistic skills in French would be willing to examine other means of integrating E.F.S.L. with content areas after having had an opportunity to
work with the curricular integration teaching resource used for the purposes of this study. That is, would a generalist teacher experiencing success with an initial attempt at curricular integration be motivated to attempt subsequent curricular integration as well as other curricular innovations identified in visionary documents including Vision 36/20 (1989) and the Intermediate Program draft of the Year 2000 document (1990)? These innovations would include cooperative learning strategies and whole language techniques.

The last research question involves stakeholders in the administration and implementation of French programs selected for the purposes of this study. From their perspective, would curricular integration of E.F.S.L. involving non-specialist teachers be a possibility?

3.2 DESCRIPTION OF INSTRUMENTS USED IN THE STUDY

There were three instruments used in the course of this study. The first is a teacher questionnaire designed by the author expressly for the purposes of this study (See Appendix C). It seeks to measure not only teacher satisfaction with the integrated teaching resource used in the study but also teachers' reactions to integrating E.F.S.L. with a content area, in this particular case, Social Studies at the Grade 6 level. Moreover, the questionnaire seeks to determine willingness of these non-
specialist teachers to embark on other curriculum integration projects involving E.F.S.L. and a willingness to attempt to incorporate other new methodological innovations within their French programs.

The second instrument used was an Intermediate Attitudinal scale developed by Shapson, Kaufman and Durward (1980). This scale was designed to be used with students in Grades four through seven to measure attitudes towards French language and culture. The instrument, which consists of 20 items dealing with attitudes toward French language and culture and one item dealing with a general attitude toward school, takes approximately 20 minutes to administer (see Appendix A). Cronbach's Alpha coefficient of internal consistency was used by the instrument's developers to establish reliability for the Attitudinal Scale. Refer to Table 4.2.

Lastly, an interview questionnaire was prepared and administered to ten key individuals involved in French Language Education in British Columbia in an extremely broad range of capacities (See Appendix D). The questions posed during the interviews sought to determine what, from the perspective of those interviewed, were some principal elements to be considered when reconciling the current reality of E.F.S.L. instruction in B.C. with the new directions outlined in visionary documents discussed
above such as the *National Core French Study* (Leblanc, 1990) and the *Year 2000* document as outlined in the *Intermediate Program* (1990).

### 3.3 SAMPLE SELECTION

There were three stake-holder groups needed for the three questionnaires used in this study. These were generalist teachers, their students, and key educators involved in some capacity in either administrating and/or implementing E.F.S.L. programs in B.C. The sample selection for this study involved a two-step process.

Firstly, an announcement was made to generalist teachers at the Grade 6 level in the Surrey School district. This announcement, distributed twice in memo form and reiterated verbally during in-service sessions, invited teachers who planned to use the new *Explorons la France* document to become involved in the study. These volunteer teachers were asked to complete the teacher questionnaire after having taught the lessons outlined in the learning resource in question. The 95 students of these volunteer teachers were the subjects of the pre- and post-test using the attitudinal scale described above.

At the same time, teachers were also invited to volunteer their classes to act as control groups. These 44 students would sit the pre-test and the post-test but would not be using any lessons from the
Explorons la France module. They would have their French classes in the regular manner following the guidelines established for the E.F.S.L. program in School District # 36 (Surrey). Teachers who volunteered their classes to serve as the control group did so on the understanding that they were not planning to include the use of the module as part of their course of study for this year.

For the third form of data collection, ten individuals were identified and invited to take part in the taped interview. These initial invitations to participate were made by telephone. In all cases these individuals were chosen because of their expertise in French at the elementary level in terms of either program implementation or supervision in a variety of settings. Another criterion involved in the selection of those interviewed was demonstrated leadership and a prolonged involvement in F.S.L., perhaps leading to expertise and experience that were critical to this study. The above characteristics, as demonstrated by years of involvement in F.S.L. both locally and provincially by these individuals, supported and lent credence to the various perspectives offered during the interview. The cross-section of stake-holders included one Ministry official from the Languages and Multicultural Programs Branch, four University representatives from both U.B.C. and S.F.U. involved in pre-service and in-service programs for E.F.S.L. teachers, two District Principals responsible
for Second Language Programs, one Principal of a school offering an E.F.S.L. program, one Language Coordinator, and one Helping Teacher involved in the implementation of E.F.S.L. program.

3.4 DESCRIPTION OF THE SAMPLE

Five classes were involved in the attitudinal portion of this study. All 115 students were in Grade 6, their second year of Elementary French instruction. Two classes had 27 students, two had 24 students, and the fifth class, a Grade 5/6 split, had only 14 Grade 6 students. Two Grade 6 classes were used as control groups. One class had 27 students, while the other had 24 students. Not all students sat both pre and post test.

All the classes involved participated in the study as the result of a district-wide memo to Elementary French teachers calling for volunteers. All those who expressed an interest were invited to participate. Three of the five classes of the experimental group came from schools in less favoured socio-economic areas, characterized by low income rental housing and lower property values. The remaining two classes came from schools in higher socio-economic areas as evidenced by expensive single-family homes. The two classes of the control group were similarly divided along socio-economic lines. One class was from a school in the Newton area, a lower socio-economic region, while the other class was
from a school in the more expensive South Surrey region of the school district.

Teachers involved in the study were apprised of its purpose. No special instructions or training were provided to them over and above the regular in-service offered by District Staff to all Surrey teachers with Grade 6 classes. The teachers' range of experience in the teaching of E.F.S.L. was from two to eight years. Two teachers had two years experience, two had three years experience, while the fifth had eight years experience.

In terms of teacher training in the French language or methodology, teacher experiences varied. The range was from high school French only to a second year university French course. For methodology the range dealt with only school district initiated in-service to an intermediate F.S.L. course from the University of Victoria and MLED 393 course from the University of British Columbia for two respondants.

The lessons from the Explorons la France were presented after the pre-test using the Attitudinal Scale described in Chapter Three. After the post-test, teachers were asked to complete a questionnaire regarding the content of the teaching resource and its use and purpose. In between the pre- and post-tests, students in the two control group classes followed the regular Vive le Français program used in Surrey E.F.S.L. classes.
The ten interviewees involved in the study represent a broad cross-section of those involved in the developing, implementing, and administrating of French Programs or providing in-service and pre-service. Three are district coordinators of French programs, each with over a decade of experience as an administrator. Four interviewees work at the university level, two from each of the two Lower Mainland universities. Of the four, two are seconded Faculty Associates involved in training language teachers. One of the interviewees represents the Ministry of Education's Languages and Multicultural Services Branch. An elementary school principal was interviewed, as was a helping teacher (District Staff member designing and delivering in-service programs to generalist E.F.S.L. teachers). Both were themselves generalist E.F.S.L. teachers prior to embarking on their current positions. There was only one interviewee that did not have any teaching experience involving French at either the elementary or secondary levels. He is, however, well-known in the area of teacher training and second language education. Three of the ten interviewees were male and the range in age of the ten people was from the thirties to the fifties.

3.5 COLLECTION OF DATA

The data collection procedures, using the three respective
instruments involved in this study, were organized in the following manner. First, the attitudinal scale was administered to the Grade 6 students of those 5 teachers who had volunteered to be involved in the study as part of the experimental group. These Grade 6 students sat the pre-test before they had any exposure to lessons taken from the *Explorons la France* module. The same attitudinal scale was administered again six to eight weeks later as a post-test upon completion of the classwork involving the teaching resource in order to gauge any changes in attitude demonstrated by the students after having seen French used as a tool for further learning rather than as a discrete subject.

For the control group of students, the attitudinal scale pre-test was administered as per the instructions. After having sat the pre-test, these Grade 6 students continued to receive their French instruction in the regular manner, that is for 80 - 90 minutes per week using the *Vive le Français* program as per school district policy. Six weeks to eight weeks later, the post-test was re-administered to determine whether there was any change in attitude among the control group.

As for the teacher questionnaire, the non-specialist teachers involved in the study were asked to complete the questionnaire after having used the *Explorons la France* teaching resource. The questionnaire focussed on the 5 teachers' reactions to the module in question, their
perceptions of the degree of success encountered by them and their students' reaction to the resource. It also investigated the teachers' willingness to undertake other curriculum integration projects and to incorporate new methodological innovations into their French programs.

Lastly, interviews were done with the ten individuals, the profiles of whom are described above. Appointments were arranged and set questions were asked of all interview participants. Their answers were recorded for later transcription and subsequent analysis. The questions probed the interviewees' perception of the implications, not only of the Provincial mandate of French at the elementary level, but also the feasibility of non-specialist teachers incorporating new directions in second language education in their programs and the attendant challenges as they relate to the new Ministry initiatives.

The three instruments used in the design of the study serve to involve student, teacher and administrative stakeholder groups involved in the delivery of Elementary French programs. This design seeks to provide a global overview of the innovation from the three perspectives.

3.6 DATA ANALYSIS

Results from the attitudinal scale were analysed using a paired-comparison T-test on the pre- and post-scores from the seven classes.
Five classes made up the experimental groups while two formed the control group. The numbers are unequal because of the voluntary status of those involved. The decision to use this analysis method was arrived at because of the relatively small sample involved.

For the interview data, a naturalistic analysis (Lincoln & Guba, 1991) was used due to the ethnographic nature of the data collected. The ten respondents were asked to discuss the future of E.F.S.L. when linked with curricular integration from their perspective. These predictions were based on their accrued experience and expertise in the area of French second language education. Goetz and LeCompte (1981) point out:

Traditional ethnographic case studies focus on description and explanation; their goal is to reconstruct and classify reality in order to integrate data into a set of theoretical constructs. Such work is typically inductive, generative and constructive.....Similar... is research that elicits from subjects their own interpretations of reality. (cited in Lincoln and Guba, 1991, p.334).

The format used was to break down the collected interview data into units of information. Each of these units of information was written down on a file card. This forming of units served as the basis for the next step in the process which is categorizing.

The prime role of categorizing is to bring the units of information together in provisional sets or categories. This was done by grouping together file cards with similar information. At times these categories
could be further sub-divided into new categories. This distillation created enough categories to reflect the information gathered during the interviews.

Propositional statements were then made regarding the properties reflected in the accumulated sets or categories, with a view to synthesize the data. Extrapolations were made based on these propositions.

To strengthen the methodology of the study, triangulation of the data was undertaken. That is, the interview transcripts were also analyzed by two graduate students not linked to the study. The second subdivision of the transcript data differed from that of the author in that three additional categories were determined. In total there were 26 categories. These categories that resulted from the data analysis have been appended (See Appendix F).

The teacher questionnaires, responded to by those whose classes were exposed to the integrated teaching resource document, were analysed in ethnographic terms. This was done in spite of the fact that some of the questions were designed to be answered using a Likert scale. Only the five teachers working with the experimental group of students completed this questionnaire. As this is a small sample, an anecdotal analysis was made and all responses were noted within the body of the
chapter on data presentation.

3.7 SUMMARY

The multi-faceted aspect of this study design seeks to investigate the feasibility of delivering E.F.S.L. programs by non-specialist teachers while encouraging the incorporation of innovative methodology and strategies, as discussed above, by these same teachers. This investigation centers on teacher and administrator opinions regarding feasibility of curricular integration involving E.F.S.L. examined from a professional viewpoint as well as any attitude changes. The student focus revolves exclusively around the measurement of any attitudinal changes demonstrated toward French.
Chapter Four

DATA PRESENTATION

4.1 RESEARCH QUESTION No. 1

The question asked whether student attitudes toward French, as demonstrated on the attitudinal scale used, would improve if they were to see French as an integrated tool for learning rather than a discrete area of study. There was no improvement. In fact, a significantly more negative attitude to French was exhibited. The control group's attitude did improve however not in a statistically significant manner. Refer to Table 4.1 and Appendix B.

4.2 RESEARCH QUESTION No. 2

This research question asked whether teachers would react positively to a self-contained teaching resource that integrated E.F.S.L. and an introductory study of France. The teachers using *Explorons la France* were asked to complete a questionnaire after having finished working with the module. All five teachers submitted responses.
Table 4.1

Student Attitudinal Scale

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>MEAN PRE</th>
<th>MEAN POST</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTROL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRE</td>
<td>54.69</td>
<td></td>
</tr>
<tr>
<td>POST</td>
<td>52.39</td>
<td></td>
</tr>
</tbody>
</table>

Analysis Variable: DIFF

| MEAN       | STD ERROR | N   | T    | PROB < |t| |
|------------|-----------|-----|------|--------|---|
| -0.30      | 1.38      | 44  | -0.21| 0.8311 | |

<table>
<thead>
<tr>
<th>EXPERIMENTAL GROUP</th>
<th>MEAN PRE</th>
<th>MEAN POST</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE</td>
<td>51.83</td>
<td></td>
</tr>
<tr>
<td>POST</td>
<td>56.45</td>
<td></td>
</tr>
</tbody>
</table>

Analysis Variable: DIFF

| MEAN       | STD ERROR | N   | T    | PROB < |t| |
|------------|-----------|-----|------|--------|---|
| 4.57       | 1.21      | 95  | 3.77 | 0.0003*|

* p< .05
Table 4.2

Reliability Data

Reliability coefficients (Cronbach's Alpha coefficient of internal consistency) for the Intermediate Attitude Scale

<table>
<thead>
<tr>
<th>Instrument</th>
<th>No. of items</th>
<th>Range</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Student Attitude Scale</td>
<td>20</td>
<td>1</td>
<td>5</td>
<td>.91</td>
</tr>
</tbody>
</table>

In terms of the second research question, teachers were asked to give their perception of the module in terms of its usefulness to a non-specialist teacher of French. Using a Likert Scale, they were to rate the usefulness of various aspects of the module on a scale from one to five, five being the most useful. All five teachers rated the detailed lesson plans as very useful, five on a scale of five. As for the black-line masters used to photocopy materials that were to be used by the students, three teachers rated them very useful, that is number five on a scale of five, while two rated them at number four on a scale of five.

The extension activities were also evaluated. These activities invited teachers to move from the highly scripted lesson plans to more open-ended activities with fewer parameters for both teacher and
student. One teacher rated these activity suggestions as number one, three teachers rated them at number four, while the remaining teacher rated them number three (See Figure 4.1).

The cassette tape accompanying the module was evaluated from two perspectives; the usefulness of the transcription in French, and that of the English translation. Four teachers rated the transcription as being very useful, number five out of five, and the remaining teacher rated it as number four. As for the translation, the four teachers that rated this item ranked it as number five.

Slides accompanying the module, used for a listening comprehension activity, were rated as number five by the four teachers who rated this item, one teacher did not (See Figure 4.2).

The resource index was rated by only four teachers. One rated it as number five out of five, very useful; two rated it as number four, quite useful, and one rated it as number three, useful. Only two teachers rated the picture card sets, obtainable through the Central Library of School District #36 (Surrey). One teacher rated them as number five, very useful. The other saw them as useful, rating number three out of five on the scale of utility (See figure 4.3).
Figure 4.1
Teacher Questionnaire Results

Rating lesson plans, black line masters
and extension activities
Figure 4.2

Teacher Questionnaire Results

Rating cassette tape French transcription, English translation and slides

0 = no response by teacher
Figure 4.3
Teacher Questionnaire Results

Rating resource index and picture card sets

0 = no response by teacher
When asked what other types of resources they would have found beneficial, four teachers responded. The resources identified included more slides, more visuals, and access to the "Téléfrançais" video series distributed by the Open Learning Agency of the Knowledge Network.

Teachers were asked whether they found some lesson topics to be easier to teach than others. Two replied in the affirmative, while three replied in the negative. When asked to elaborate, one teacher noted that lessons dealing with the introduction of new vocabulary items were more difficult, particularly if the language wasn't heard on tape yet. The other teacher remarked that lessons dealing with map work were the most difficult as opposed to those dealing with food, which were the easiest. This could be attributed to the large number of cognates that exist in this lexicon.

Teachers were then asked to address various questions dealing with curricular integration. Three teachers had no experience with curricular integration involving E.F.S.L. For the two teachers with previous integration experience, it consisted of mental math in French and the study of weather. When asked about their ability to do further curricular integration after having used the module, the teacher replies were varied. One person considered that ability to be limited, another required more slides and tapes, while a third expressed a willingness to try again. Two
teachers responded at some length. One stated,

"I feel that I could integrate other subjects to some degree, but also want to spend time so that pupils have completed the basic E.F.S.L. program as the class I taught was platooned".

The remaining teacher was quite enthusiastic about future integration attempts after having used the module.

"With this kind of resource, it makes it possible for teachers with limited French to attempt some integration. One benefit of this is an improved facility with French for the teacher so it becomes a professional development activity".

4.3 RESEARCH QUESTION No. 3

The third research question asked whether the generalist teacher, with low to average linguistic skills in French, would be willing to examine other means of integrating E.F.S.L. with different content areas after having had a opportunity to work with the curricular integration teaching resource used for the purposes of this study. That is, would a generalist teacher, experiencing success with an initial attempt at curricular integration, be motivated to attempt subsequent curricular integration as well as other curricular innovations identified in visionary documents including Vision 36/20, (1989) and the Intermediate Program draft of the Year 2000 document (1990)? These innovations would include cooperative learning strategies and whole language techniques.

Attitudinally speaking, responses varied when teachers were asked
if there had been a change in their opinions with reference to attempting curriculum integration after having used the module. One of the teachers did not reply, two of the remaining four teachers said no, one said yes, and the fourth indicated having been sold on the idea before. When asked to rank their interest level, two teachers rated their interest level as being number five, high. No teachers rated their interest level at one, that is, low. One teacher rated it four out of five, another teacher noted an interest level of three out of five, while a third rated interest at two out of five (See Figure 4.4).

In response to the question of evaluating student reaction, the ratings were generally high. One teacher rated student reaction as a number two but felt that a more successful reaction would have been engendered with a different class, this group of students being particularly difficult. Three teachers rated the student reaction as number four, while one teacher saw it as number five (See Figure 4.4).
Figure 4.4
Teacher Questionnaire Results

Rating teacher interest in further curricular integration and student interest in the Explorons la France module

0 = no response by teacher
4.4 RESEARCH QUESTION No. 4

The final research question involved stakeholders in the administration and implementation of French programs. From their perspective, would curricular integration of E.F.S.L., involving non-specialist teachers, be a possibility? In terms of understanding the issues, the ten interviewees were in general agreement regarding the questions put to them.

4.4.1 The Goals of E.F.S.L.

The respondents' views on the goals of E.F.S.L. were clearly defined and parallel. The principal goal of E.F.S.L. was characterized as being attitudinal with several facets. These include providing the opportunity for all students to experience the gratifying pleasures of communicating in a second language, building a foundation on which to develop further skills, and realizing the importance of second languages and their role in communication. Moreover, interviewees saw that the goal of E.F.S.L. was to allow students to be aware of the bilingual nature of Canada historically and geographically and to appreciate the differences and similarities of other cultures, thereby, hopefully developing a tolerant, accepting attitude toward them. The latter aspects were seen as playing a role in the development of good global citizens and as being entirely consistent with the view of an educated citizen as described in the Year
All were in agreement that Elementary French should be mandated at the Grade 5 level. It was generally viewed that by the time they have reached age 10, students have the cognitive maturity to work with a language. Mandating E.F.S.L. at Grade 5 would assure a better reception than at the Grade 8 level, where due to the current mandate, most students in the province are introduced to French for the first time. The social and emotional upheaval of coming into the secondary school and the changes associated with puberty were viewed as contributing negatively to the students' reception of French. In Elementary French programs already in existence, there is the often demonstrated instance of students, who have little success in other curricular areas, doing well in E.F.S.L. because of its predominantly oral approach. This may permit the rebuilding of what might be a poor self-concept for those who are able to at last perform at the same level as students that in other subjects are perceived as "smarter". This generally, positive attitude has residual benefits for French teachers at the secondary level as their clientele is more inclined to succeed with French 8 and continue French in higher grades where it remains an elective.
4.4.2 Identified Constraints

While there was an agreement about benefits of the curricular integration of E.F.S.L., many constraints were identified. These constraints can be classified as being both in and out of the classroom.

A principal challenge was noted in bringing a vast number of teachers to feel competent enough with their French language skills to teach E.F.S.L. in a comfortable and qualified manner. This coupled with the question of multi-age, or split-grade as they are sometimes known, classrooms further intensified the challenge. The prevalence of this type of learning situation at the elementary level complicates the delivery of E.F.S.L. It should be noted that not all delivery models lend themselves as readily to addressing this question. The multi-age question must be addressed in any analytical discussion of both the positive and negative aspects of the various delivery models, whether it be the generalist classroom teacher, the in-school specialist, the itinerant specialist, or the prep-time relief teacher.

Constraints at the district level were also identified. Many districts in British Columbia may experience some difficulties in implementing E.F.S.L. because no optional programs, however sporadic, exist currently upon which a mandated program might be built. In addition, more and more districts are finding that English might not necessarily be the primary
mother tongue of a large percentage of students. (B. C. Ministry of Education, 1990). This is often perceived as being problematic when it comes to emphasizing French as, it would then be, a third or fourth language.

Moving to a far more global constraint is the political question revolving around French. The prevalent attitude in Western Canada toward French and French Canada, within a political frame of reference, was viewed by those interviewed as possibly having a negative impact in motivating students. The fear was that negative discussions heard outside the classroom and around the dinner table would be reflected in the French classroom.

4.4.3. Implications Beyond Elementary School

Respondents noted that implications of mandating E.F.S.L. reached beyond the elementary school. They involved the secondary schools, the universities, and the Ministry of Education.

In addition to the residual attitudinal benefits discussed above, mandating E.F.S.L. at Grade 5 provides other positive factors for the secondary level. The articulation difficulties between the two levels will be easier to resolve as the same curriculum will be in use across the province. Expectations for the various grade levels will therefore be
clearly defined. French 8 will cease to be the beginning level of French at the secondary school. Students coming into Grade 8 will have three years of E.F.S.L. This should ultimately lead to secondary school graduates having a greater degree of fluency than is currently the case. They would, at the very least, have some communicative competence after eight years of French instruction as opposed to the current five years.

Implications for universities are two-fold. It was generally felt by those interviewed that French methodology must become an integral part of all elementary teacher education programs so that new teachers come to their jobs fully expecting to deal with E.F.S.L. as part of the curriculum, just as any other core subject area. Respondents encouraged those designing pre-service programs to deal extensively with the Year 2000 program as well as the National Core French Study, thereby allowing future teachers to be comfortable with the facilitator role emphasized by these two documents. Moreover, interviewees urged that some oral or communicative types of French courses be made a pre-requisite for admission to the faculties of education. This would resolve some of the perceived difficulties regarding linguistic competence raised below.

In terms of the implications of the E.F.S.L. mandate at the ministry level, the inclusion of F.S.L. within the core curriculum in the Intermediate Program was generally applauded. Interviewees felt this
was, in essence, a validation of a subject area that was traditionally considered an extra. It was viewed that the Ministry of Education in general, and the Modern Languages and Multicultural Services Branch in particular, need to support the mandate by giving it a high profile and by supporting it financially, so as to assure a successful province-wide implementation. This is extremely necessary if the dictates of the Intermediate Program, particularly those regarding the curricular integration of Humanities core subjects and French, be realized. Co-operative learning was also often cited as a vehicle to teach French.

4.4.4. E.F.S.L. and Curricular Integration

Curricular integration involving E.F.S.L. was welcomed from a number of perspectives. Many respondents saw moving French into the whole day and connecting it with other subjects as a means of assuring that it will be taught. Curricular integration was viewed as a means of eliminating some scheduling problems experienced when E.F.S.L. was considered a discrete subject area. It allowed French to be woven throughout the day, starting with calendar activities and show and tell through to content teaching, to say nothing of 15 - 20 minute daily French. Such teaching methods would allow students to see French as an integral part of the curriculum and therefore possibly more valuable from an
attitudinal aspect.

Themes and integrated units were listed by several respondents as a means of arriving at integrating French. As some themes are easier to integrate than others, teachers might choose not to do French with one theme but to use French extensively with another. Over the period of a school year, French would thereby be woven into the curriculum.

As for integrated units, a variety was called for to allow teachers a large selection. Teachers could then use these units to complement any themes they chose with a French component. The units would serve to familiarize teachers with ways of extending French into other curricular domains. With some experience, teachers, using child-centered instruction, could go on to modify these ready made units so as to more fully meet their student's individual needs.

Several potential problems were identified. These problems are linked to delivery models and teacher qualifications.

In some schools, the use of French specialists and prep-time teachers to relieve the classroom teacher as E.F.S.L. delivery models, would see teachers coming into the classroom for specific periods of time and then moving on to another classroom. This does not allow for the interweaving of French throughout the day as described above, an advantage enjoyed by the classroom generalist teacher.
4.4.5. Human and Material Resources

Teacher qualifications, particularly in terms of linguistic competence, were seen by many as problematic. Those interviewed saw the ideal teacher profile as being a generalist teacher with a good command of the French language, rather than as a French specialist with a great deal invested, both emotionally and educationally, in the correctness and literary value of the language and the language system. Less linguistically capable teachers might not be willing to launch into instructional strategies that call for fluency and spontaneity with the language. The use of non-fluent teachers, the current reality in British Columbia schools, was not seen, however, as a total indictment of communicative, student-centered French instruction. The generalist classroom teacher, best placed in terms of whole day access to the students, was already familiar with highlighting commonalities and meaningfully linking bodies of knowledge. Equipping these generalist teachers with the means to link French with those commonalities were considered. Causing a positive attitude shift among generalist teachers, through pre-and in-service training, was seen as critical by those interviewed. It was therefore assumed that teachers who believe themselves to be capable of teaching French in an integrated manner would transmit positive attitudes to the students in the class. Within a
student-centered context, the teacher in a facilitator's role must feel comfortable. Audio-visual resources, software packages, and integrated units support the teacher in this new role.

Factors to support the implementation of the mandate were identified. These include in-service programs, because of their impact on human resources, and the need for material resources. Both the high profile of the Year 2000 curriculum and the arrival of the F.S.L.Curriculum and Assessment Framework were also noted as a means of supporting the innovation.

That massive in-service programs need to be undertaken, if this implementation is to succeed at the elementary school level, was frequently stressed by those interviewed. These programs will represent great financial implications for both school districts throughout the province and the Ministry's Modern Languages and Multicultural Services Branch. Money will be needed for substitutes to release teachers in order that they might attend professional development sessions. Voluntary after school sessions were not identified as being as effective a means of having teachers accept the new programs, resources, and innovations. Workshop leaders would need to be provided. This can be accomplished through the hiring of District Staff, Resource Teachers or consultants; or through ad hoc presentations by external free agent consultants. There
would still be a need for some co-ordination at the district level. U.B.C. is currently offering off-campus courses in French Methodolgy within districts where sufficient numbers of teachers warrant it. This access to in-service might be problematic for small, outlying districts. The Ministry should be encouraged to continue targeting funds to school districts to undertake the extensive in-service programs discussed above.

The provision of appropriate material resources was also seen as critical to a successful implementation. Teachers need to feel supported in their new endeavours. A very tangible support is the availability of new materials. These materials need to be consistent with the principles of the *Year 2000* program as well as the recommendations of the *National Core French Study*.

Many respondants commented that the plans undertaken to implement the *Year 2000* curriculum would serve well those educators whose role was to spotlight F.S.L. and its place within that document. District and Ministry initiated workshops, on the process of change and how to deal with it, can be used as a point of departure for personnel whose mandate it will be to implement new F.S.L. programs in general, and E.F.S.L. programs in particular. In essence, the stage is set for innovations with the advent of the *Year 2000* document and the attendant discussion. The question of E.F.S.L. will act as a sub-set.
4.4.6. Discussion

It was generally believed, by those interviewed, that the move from nominally no French for elementary students, to some French due to the mandating of French from Grades 5 to 8, was a positive one. Moreover, respondents generally felt that results should not necessarily be evaluated in a cumulative manner at the end of Grade 5, the first year of instruction, but rather at the end of Grade 8, the last year of compulsory French. Higher level French courses are not compulsory. Examining the learning outcomes for the first four years of instruction, one would see students able to discuss, in a relatively spontaneous manner, something that has, is, or will happen within the confines of basic structures relating to themes and units undertaken in class.

In terms of expectations for teachers, interviewees generally felt that realistic outcomes would be moderate at first. Ever increasing linguistic expectations would be attained as time progressed. To hasten this higher level of functioning by teachers, several strategies were identified. Team teaching, or pairing of teachers within a school setting, was one suggestion. This would see two or more teachers, with varying degrees of fluency, working together in a collaborative, mentoring model. Detailed instructional guidelines, access to recent technology and material resources reflecting the new directions in second language
methodology, would also assist teachers in realizing greater fluency in French and more familiarity with communicative methodology.

4.6 SUMMARY

The issue of student attitudes toward French improving after having used the language as a tool for further learning, and not studied solely as a discrete subject, was not supported by the data collected. These results, while surprising and disappointing, should not be viewed as a student indictment of curricular integration. Interpretation of the above results is difficult given the lack of controls in both control and experimental groups, the variance in teaching and learning styles and the limited amount of time accorded to the study.

However, further data collected supports the remaining three questions. Curricular integration of E.F.S.L., by non-specialist teachers with low to average linguistic skills in French, is supported by the results of the teacher questionnaire.

After having had an opportunity to work with the *Explorons la France* resource, used in part to support this study, non-specialist teachers involved expressed a positive reaction to the document.

The third research question, attitudinal in nature, examined whether success with an initial attempt at curricular integration would
spur non-specialist teachers on, not only to subsequent attempts at further curricular integration, but to other curricular innovations. The teacher reaction was generally positive. The fourth research question examined the question of E.F.S.L. and the feasibility of curriculum integration by non-specialists, from administrative perspectives. Results indicate approval of the mandate of E.F.S.L. and support for the exploration of means of integrating French within the curriculum.

Notwithstanding certain reservations, the teachers and administrators involved in the study generally expressed optimistic views about the mandating of Elementary French as a Second Language as of Grade 5 in general and its integration within other, specific curricular areas.
Chapter Five

SUMMARY CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

5.1 DISCUSSION AND CONCLUSIONS

There were four research questions in this study. Firstly, would attitudes toward French and the French fact in Canada improve after five classes of Surrey Grade 6 students had used the Explorons la France module? Secondly, would teachers react positively to a self-contained teaching resource that integrated E.F.S.L. and an introductory study of France? Thirdly, would the generalist teacher, with low to average linguistic skills in French, be willing to examine other means of integrating E.F.S.L. with other content areas after having had an opportunity to work with the curricular integration teaching resource? Fourthly, from the perspective of stakeholders in administering and implementing French programs, would curricular integration of E.F.S.L. involving non-specialist teachers be a possibility?

The first research question of this study, examined student attitude to the French language and culture after working with an integrated resource. An analysis of the questionnaire showed that there was a statistically significant drop in positive attitudes toward the French
language as a result of studying with the module used during the lessons. The control group did exhibit a positive change in attitude but one which was not, however, statistically significant. This might be explained from two perspectives.

Firstly, the eight lessons in the module, interspersed over a period of time ranging from one to two months, might have been too minimal an intervention to win students over to this more learner centered teaching strategy. A further interpretation of the data might be that faced, without any preparation or explanation, with this different, student-centered approach, the students reacted negatively. It could quite justifiably be suggested that students also require time to deal with the various steps involved in the process of change. This was not possible in the four to six week time period of the study.

The improvement in attitude exhibited by the control group, while not statistically significant, can be explained by the following rationale. The B.C. Elementary French curriculum currently in effect has three principal goals: linguistic, cultural and attitudinal. Ministry of Education attitudinal goals and objectives, in particular, would have:

The study of French enable students to develop positive attitudes toward the French language and its speakers. By the end of the Elementary French Program, students should demonstrate a receptiveness toward learning about [the] French language and the culture of French societies; a responsiveness toward learning to
communicate in French and toward gaining information about people who speak French; [and] an appreciation for learning to communicate in French and for learning to identify specified aspects about French society. (British Columbia Ministry of Education, 1982, p.13)

Therefore, an increased linguistic competence, a clearer cultural awareness and an improved attitude to French would meet the intended curricular goals.

Another noteworthy consideration in examining this question is the inconsistency between the quantitative data dealing with student attitudes toward French and the teachers' comments when asked to rate their students' reactions to the module. All but one teacher ranked student reaction as either a four or five on the scale, five being the highest possible rating. This point is discussed further in the section dealing with suggestions for further research.

The first research question dealt with teacher reaction to *Explorons la France*, the teaching resource central to the study. Would teachers react positively to a self-contained teaching resource that integrated E.F.S.L. and an introductory study of France? An analysis of the questionnaire showed that, in terms of ease of use and utility, the document was rated highly by all teachers.

As discussed in Chapter Four, teachers found the document to be easy to use and appreciated in particular the detailed lesson plans and the accompanying cassette tape with its French transcription and English
The second research question complemented the first in that it dealt with teacher readiness to attempt other ventures involving the integration of E.F.S.L. with other curricular areas after using the teaching resource. Did a positive experience in dealing with Explorons la France transfer to a willingness to try more curricular integration? While the response to this question was less categorical than to the second research question, there were, however, generally positive reactions. Eighty percent of the respondents rated their ability to involve E.F.S.L. in curricular integration and their interest in further curricular integration as being in the top half of the scale. Opinions were fairly evenly divided as to whether this interest level was as a result of having used the Explorons la France module. Based on this sample, while arguably not representative of all generalist teachers because of the voluntary aspect of their role in the study, it could be suggested that a corpus of teachers in the Surrey School District would be willing to undertake curricular integration. These teachers could then become agents of change to motivate those colleagues who find themselves at lesser stages of readiness. This is consistent with the literature regarding the process of change in general, and curriculum implementation in particular. (Bilbeau, 1987; Bilenki, 1986; Fullan, 1982, 1991).
The final research question involved stakeholders in the administration of French programs and the training of future teachers. As stated in Chapter Four, there was support for the Ministry initiative of implementing E.F.S.L. within the parameters of new directions in second language instruction. Many implications were identified that have consequences reaching far beyond the elementary classroom. These implications effect secondary schools, school boards, universities and, of course, the Ministry of Education. Both human and material resources play important roles in the issues surrounding the E.F.S.L. mandate and, by extension, curricular integration involving French instruction. The question of teacher fluency in French was raised by those expressing some hesitation about the feasibility of curricular integration with French at the elementary level. The concern over French fluency was, however, countered by other stakeholders who were staunch supporters of the non-specialist delivery model. They proposed various means of dealing with the concern, such as specific pre-service and in-service opportunities, as well as materials expressly designed for the target non-specialist audience.

The findings generally support the author's beliefs, arrived at after many years of involvement in French education in British Columbia, and give rise to hopeful optimism regarding the future of language education.
The higher profile of languages in general, and French in particular, is very heartening. This higher profile manifests itself in the fact that French is, with the advent of the Year 2000 program, an integral part of the core curriculum rather than being viewed as an elective subject. The general support of French as a tool for learning and the incorporation of French into the school day also pleases the author as this is consistent with current research. That is, the wide scope of research support which manifests itself in both the Year 2000 document and the National Core French Study.

The concept of curricular integration of E.F.S.L. by non-specialist teachers was generally accepted by these stakeholders. There were, however, certain caveats. The most noteworthy of these is the question of teacher fluency and the need for a significant, sustained financial commitment by the Ministry of Education.

5.2 IMPLICATIONS FOR EDUCATIONAL PRACTICE

Implication issues will be discussed in terms of those involved - from the classroom teacher to Ministry of Education personnel.

The implications of curricular integration for the classroom teacher are many. With this teaching methodology, the classroom teacher may now approach the teaching of French with the same strategies employed
to teach other subjects throughout the day. That is, in a holistic manner linking bodies of knowledge by emphasizing their commonalities, the importance of which was cited in Chapter Two by a number of researchers and educators.

Consistent with the principles of the Year 2000 document, in general, and curricular integration in particular, the practice of teaching will have to be modified. The role of the teacher now moves to that of a facilitator in the acquisition of knowledge. Helping students to access information will be a key function of that role. This function serves to demonstrate two points. Firstly, that one person can solely provide all the information required to answer in detail all the students' queries is unrealistic. Secondly, this facilitator's function of the teacher, that is, knowing how to access needed information, graphically demonstrates to the students the concept of life-long learning for students referred to in the Year 2000 curriculum. At no time could a person acquire all the information needed and therefore stop learning.

Job descriptions for district staff, administrators, and teacher trainers will recognize their facilitating, role modelling function. Their task will be to encourage teachers to attempt this new role as being a conduit to needed information as described by Coleman (1991), rather than a provider of all knowledge. This role adjustment is both for the
administrators and the teachers. Administrators must be facilitator role
models to the teachers. This could be accomplished in a number of ways.
Three such ways are the provision of support through in-service sessions,
model lessons, and resources such as the integrated unit used in the study.

Another critically important administrative function, specifically
at the district level, would be to solicit funding to provide for some of
the support services noted above. As noted in the literature on the
process of change, (Bilenki et. al., 1986, Duffy & Roehler, 1986, Fullan,
1982, 1991) the lack of sufficient money for resources and for release
time of teachers would seriously jeopardize the success of the
implementation, not only of curricular integration involving French, but of
any other innovations.

The Modern Languages and Multicultural Services Branch of the
Ministry, would have a nurturing role to play. This would manifest itself
chiefly in the provision of Ministry sponsored in-service opportunities.
Adequate funding should also be made available to school districts,
teacher associations, and universities for local in-service programs and
regional and provincial conferences revised to reflect the role of student-
centred instruction. Efforts need to be made so as to assure that current
initiatives not only continue but expand and that new and innovative
initiatives be investigated. In short, the changes proposed by the Year
2000 document must be systemic ones made at all levels from the superintendents, trustees, school-based administrators, teachers, to students. Also, radical change in teacher training is needed for second language teachers, such as is being implemented at the Modern Languages Department at U.B.C.

5.3 LIMITATIONS OF THE STUDY

Although the author has argued that the results of this investigation have practical and direct implications for Elementary French instruction, caution is required.

The attitudinal study and the teacher survey should be considered a case study whose findings are limited to the Surrey School District. The small size of the sample and its volunteer status is not representative. The negative attitudinal results, therefore, are of limited generalizability. In a study of this nature, the establishment of controls is problematic (Carey, 1991). Controlling the variables of what takes place within and without a classroom, as it affects attitude, is not realistically attainable.

The data generated by the interviews, however, does have some direct implications for Elementary French instruction in British Columbia. This is due to the global nature of the questions asked and to the
qualifications of the stakeholders interviewed. They represented a provincial perspective from district, university, and ministry points of view.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

In terms of the mechanics of the study, the first suggestions pertain to the student attitude portion. Firstly, the choice of instrument to evaluate student attitude should be revisited. Measuring the students' attitude to French was perhaps too global a concept for this age level. An instrument that would evaluate students' reactions directly to the specific teaching strategies involving curricular integration, would better serve the purposes of further research. The author supports the need for this fine-tuning by drawing attention to the fact that student reaction to the module, as rated in the teachers' questionnaire, was extremely positive whereas test group attitude to French and the French, as reported in the quantitative data, declined significantly.

The second suggestion would be to increase the time allotted to using teaching resources featuring curricular integration. This could be done by including more than one integrated unit as the basis for the study. Two or three integrated units, on various themes, might provide a better basic on which to obtain information on students' reactions.
A final suggestion would be to open the study to other school districts throughout the province. Involving large and small Lower Mainland districts, as well as those from the interior of British Columbia, would provide a greater cross-section of both student and teacher profiles, thereby furthering the validity of the study.

5.5 RECOMMENDATIONS

Many suggestions have been generated as a result of the questionnaire and interview responses. Support for the innovation of integrating E.F.S.L. throughout the curriculum, as discussed above, was closely linked to the general implementation plan for the Year 2000 document. Therefore, many supporting measures, either Ministry or district sponsored, are already under way or in the planning stages. There are, however, some specific recommendations to be made.

Two key areas were identified by respondents as possible stumbling blocks to E.F.S.L. in general and curricular integration in particular by non-specialist elementary teachers. The first constraint was the lack of fluency by most teachers. The second key area identified was the need for appropriate material resources. These should reflect both the Year 2000 philosophy and the recommendations arising for the National Core French Study, and should nurture teachers along the path to curricular
integration. As discussed above, many steps have already been taken to address these two issues. The following recommendations would be modifications to, or amplifications of, these steps.

5.5.1 RECOMMENDATION 1

The first recommendation deals specifically with teacher in-service. It involves the provision of university level courses within any British Columbia district where a number of teachers have expressed an interest. Such is already the case at the University of British Columbia. Any Modern Language Education 393 and 480 course can be taken off-campus, given viable numbers of interested teachers. This type of opportunity is fortuitous as many school districts are already encouraging their teachers to up-grade their French teaching skills, so as to better deal with a student-centred, multi-media approach. This U.B.C. opportunity adds to the list of options and is particularly beneficial to teachers in out-lying areas. Individual teachers, the Association of Teachers of Modern Languages, the B. C. Language Co-ordinators' Association, and the University of British Columbia have already begun to cooperatively develop the work of the CASLT (the Canadian Association of Second Language Teachers) Provincial Representatives. This group represents Ministries of Education of all provinces and territories. Their
work, based on recommendations of the National Core French Study, is the preparation of integrated units using Fields of Interest (Tremblay, 1990) identified in the N.C.F.S. They also provide in-service to teachers in how to prepare such units. The involvement by local teachers in the preparation of units goes far in assisting teachers in taking ownership of this innovation as described in literature dealing with the process of change. (Fullan, 1991).

Ideally, the recommended course would support the above work by offering a content based specifically on integrated units. Course work should consist of a theoretical framework and practical applications. Conferences or seminars do not allow sufficient time for the full development of these units. Nor do they make educators aware that a limited grasp of language need not discourage the delivery of a communicative, integrated French program given appropriate materials. A final semester of course work, however, would permit not only in-depth work for the students enrolled but also a finished product that has immediate application in the classroom. A sharing of the integrated units of each student in the course would expand the inventory of materials available to teachers. A clearinghouse of such units would be helpful in addressing the concern raised above about a lack of necessary resources. A further benefit of such a course would be that teachers
would be given the expertise to analyse critically any commercial programs or resources that become available. This would help them to determine whether or not they meet the criteria required.

5.5.2 RECOMMENDATION 2

The further recommendation also deals with integrated units and the work of the CASLT Provincial Representatives group, but it is directed at the Modern Languages and Multicultural Services Branch of the Ministry of Education. It is strongly recommended that Branch personnel formally collaborate and cooperate with the Ministries of Education in other provinces, Saskatchewan and Nova Scotia in particular, where provincial guidelines have been established based on the findings of the National Core French Study. This would, of course, need to be done in a manner that reflects the reality of elementary French education in British Columbia. With the recent advent of a French as a Second Language Curriculum and Assessment Framework, the above recommendation might best be realized through the vehicle of a resource document being planned by the Modern Languages Branch. (B. C. Ministry of Education, 1992a). This could be accomplished through collaboration between the Ministry, school districts, and language teacher associations. These guidelines, while avoiding the prescriptive nature of scope and sequence charts based on
grammatical structures, would nonetheless provide teachers with some suggestions as to choice of themes/units for that year or allow teachers to choose their own themes. By giving examples, such a document would provide a means of monitoring the various linguistic structures engendered by specific themes. Guidelines of this nature, already in use by the Nova Scotia Ministry of Education, would allow teachers to better comply with the *Intermediate Program Foundations* document (B.C. Ministry of Education, 1992a) which states that:

> Decisions about the form of curricular integration, and the degree to which skills or content are integrated, is a matter of educators’ professional judgement. (p. 99)

Such an organizational system would avoid an undue emphasis on certain vocabulary and structures to the detriment of others, thus assuring a balanced presentation of linguistics structures set within a student-centred and communicative context.

5.5.3 RECOMMENDATION 3

A third recommendation would be to adapt and amplify the audio-visual program for the non-specialist, used in remote school districts in New Brunswick, to support an English as a Second Language program. (Lightbown & Halter, 1989; Forsyth, 1990). As discussed in the second chapter, the qualifications and the characteristics of the second language
teachers involved in New Brunswick parallel those of British Columbia teachers of E.F.S.L. That is, there are few language specialists and many generalist classroom teachers who are unwilling and/or unable to teach a second language. This recommendation would also include modifying and amplifying some work already undertaken in British Columbia involving technology and second language instruction. Inspired by literature on technology and second language education (Bedford, 1991; Cameron, 1989; Coleman, 1991; Kenning & Kenning, 1990; Lonergan, 1984; Smith, 1989), the author would advocate the creation of a state of the art audio-visual program that would show Elementary French instruction including curricular integration facilitated by non-specialist teachers.

Recent technological advances, and a clearer understanding of how to profit from them (Cognition and Technology Group at Vanderbilt, 1990), now provide a rich source of audio-visual support to second language educators. The literature indicates that computers are no longer limited to "fill-in the correct verb ending" type of programs (Brierley, 1991; Cameron, 1989; Harland, 1991; Kenning & Kenning, 1990); audio tapes are no longer limited to recorded dialogues and structural exercises (Jones, 1989); and video tapes are no longer limited to passive viewing (Lonergan, 1984; Schneider & Bennion, 1984). Systematically incorporating the best features of current technology and drawing on work already undertaken
into a multi-media integrated program for language study is called for if E.F.S.L. is to be implemented in British Columbia within a learner-centred philosophy. From a student attitudinal point of view, French instruction, using the television and the computer as tools, can find favour in the eyes of students and would thus be highly motivational.

More specifically, the recommendation would include building on what technologically supported programs or materials are currently in use or under development locally. For instance, a team of graduate students from U. B. C. is currently working to adapt the New Brunswick E.S.L. model cited above to an E.F.S.L. format using the combination of tape and text in a self-directed format. The preliminary work has been piloted in Vancouver schools where it has met with enthusiastic responses by teachers and students alike. While an excellent format for language development which merits encouragement, the work undertaken doesn't specifically address the question of curricular integration of other subject areas with French. As this work is still in the developmental stages, however, proposals could be made to incorporate some elements of curricular integration.

Graham Mulligan, of the Surrey School District, has created an interactive computer program for vocabulary development. Using Hypercard® technology, this program permits students, individually or in
pairs, to work through thematically based vocabulary linking sound, image, and printed word. The program was developed specifically for first year elementary French students. The same technology could be utilized for the purposes of this recommended audio-visual program.

Judy Mas, Language Coordinator for the Greater Victoria School District, was instrumental in developing a program for non-specialist Elementary French teachers based on the *Téléfrançais* video series available through the Knowledge Network. This program, which provides easily followed lesson plans for non-specialists to amplify the utility of the audio and video tapes provided in the series, again focusses uniquely on language. It could, however, contribute to a structural, methodological framework for further development.

At the university level, Monique Clébant of the University of Victoria and André Obadia of Simon Fraser University, have both been involved in the development of interactive video technology for second language instruction. The Modern Languages Department at U.B.C. is currently developing interactive video programs for Mandarin Chinese. These developments could serve as initial groundwork for the proposed program.

Having been involved in Elementary French Education in British Columbia at the grassroots level for a number of years, the author sees
his recommendation as critical for province-wide implementation of French. Specialists are certainly able to deliver a successful E.F.S.L. program using the materials available. Where available, these people should be encouraged and supported by all possible means. It is totally unrealistic, however, to expect all Grade 5 to 7 classes in British Columbia to be serviced by specialists. They are simply not available in the required numbers. There needs to be a means of providing a student-centred E.F.S.L. program incorporating curriculum integration, that would involve generalist classroom teachers in a facilitator’s role. Thus, the recommendation for a multi-media program, serving as a nexus of some of the developments cited above, would provide such a means.

In a student-centred, self-directed program, it is critical to have many different types of materials and to offer many examples of each type. Students must be able to choose from a selection of interactive video programs, from a variety of software and from several integrated learning units. This would permit the teacher, now in a facilitating role, to meet individual student needs and interests, remediating and enriching as required, through the selection of appropriate materials. Thus, no more than two or three students would necessarily be working with the same material at a given time. In addition, this vast choice of material would allow teachers to address the question of split-grade, multi-age classes,
a reality in elementary schools now and for the foreseeable future.

The program being recommended would consist of three major components; a teacher guide, student materials, and school-based requirements.

The teacher's guide would present an outline of the program, stating its goals and objectives consistent with the dictates of the Year 2000 document. An overview of the materials available would follow, possibly organized according to subjects or themes. A user's guide to the various pieces of hardware and equipment required to run the software or interactive programs, etc., would be provided. Equally important would be a summary of the teacher's role in a facilitating mode. Information would be provided on how to facilitate, assess, and evaluate the work of the students. There would be suggestions on how to help students to access information as needed as well as suggestions on how the teacher might work collaboratively with other faculty or district staff members, including subject specialists and resource people from the target language community.

Student material would represent a variety of media for each subject or theme. Such vast choices would permit a full exposure to various forms of data and allow for practice in all skill areas both receptive and productive. Table 5.1 provides a list, in no specific order of
importance, of some examples of materials for student use.

In terms of school-based requirements, classrooms need to be equipped with several multi-media stations so as to allow for smooth operation. This would avoid overcrowding - causing one student or a group to wait for a given station to become available. A well-equipped library, complete with modems and computers with CD-ROM capabilities, and access to school district central library collections, will be required. Moreover, a large collection of audio and video tapes, as well as print materials in French, would be needed. School-based requirements would also include equipment permitting students to create their own books, cassette tapes, and videos - products necessary in experiential instruction.
Table 5.1

Proposed Multi-media Program

Student Materials

- Audio tape/text materials for language development following the New Brunswick model cited above.
- Videos for language development - Téléfrançais, Pour Tout Dire and the CBC series Le français de l'heure
- Simple stories
- Recorded music and songs including rock videos
- Access to authentic documents
- Integrated learning resources such as Explorons la France and N.C.F.S. inspired integrated units as discussed in the recommendations above.
- Computer software both for language development and curricular integration
- Interactive videos both for language development and curricular integration
5.6 SUMMARY

Successful province-wide implementation of the concept of non-specialist teachers and curricular integration involving E.F.S.L. hinges on both human and material resources. A carefully and systematically arrived at safety net, in the form of pre- and in-service training plus appropriate materials, needs to be provided to allow teachers to feel comfortable while they grow in terms of linguistic and methodological competence. The fact that students' attitudes deteriorated, due partially to a lack of proper preparation, might be generalized to a larger context. Adequate preparation and an infrastructure for support are needed provincially to successfully implement curricular integration with French at the elementary school level. The recommendations cited above would certainly contribute to the success of the envisioned implementation. Such success will only be arrived at through close collaboration and cooperation by all those involved in French language education in British Columbia.
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British Columbia Ministry of Education. (1992c). *The intermediate program: Foundations (Draft)*. Victoria: Educational Programs


APPENDIX A

INTERMEDIATE ATTITUDINAL SCALE
INTERMEDIATE ATTITUDE SCALE

S. Shapson
D. Kaufman
L. Durward

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STUDENT NAME
CLASSROOM TEACHER
FRENCH TEACHER
GRADE
SCHOOL
SCHOOL DISTRICT

© 1980
You are being asked to fill out this questionnaire so that we may find out how students feel about taking French.

**THIS IS NOT A TEST.** There are no right or wrong answers, but it is important that you answer the questions very carefully.

**WHAT TO DO:** On the following pages there are 21 statements. Beside each statement there are 5 boxes marked:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided or Don't Know</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Read each statement carefully and decide how you feel about it. Put a check (✓) in the box that best describes how you feel about the statement. Now look at the sample and see how it is marked.

<table>
<thead>
<tr>
<th>SAMPLE:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided or Don't Know</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to skate</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

In the sample above, the student answering did not like to skate, so he checked the box under "Disagree".

However, if he loved to skate, he would have put a check under "Strongly Agree".

If he liked to skate, he would have put a check under "Agree".

If he didn't really like or dislike skating, he would have put a check under "Undecided or Don't Know".

If he hated skating, he would have put a check under "Strongly Disagree".

Show how you feel about all of the statements on pages 3 and 4. If you don't understand any of the statements, put up your hand so that your teacher may come and help you. If you finish before the rest of the class, use the extra time to go back and check that you have completed all the items.

Now, go on to the next page and begin.
1. I would like to speak more than one language.  

2. French is easier than the other subjects at school.  

3. More English-speaking Canadians should try to learn French.  

4. I love learning French.  

5. I would like to meet some French-speaking people.  

6. I think everyone should learn French at school.  

7. I would rather learn another language instead of French.  

8. I would like to go on learning French.  

9. I am afraid the other students will laugh at me when I speak French.  

10. Students who are having a hard time with their other subjects shouldn't take French.
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<tr>
<td>11. French-speaking Canadians make Canada a more interesting place to live.</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided or Don’t Know</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
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</table>

| 12. I would like to stop taking French. |   |   |   |   |   |
|   | 1 | 2 | 3 | 4 | 5 |

| 13. Compared to other subjects I find French interesting. |   |   |   |   |   |
|   | 1 | 2 | 3 | 4 | 5 |

|   | 1 | 2 | 3 | 4 | 5 |

| 15. My parents feel that I should really try to learn French. |   |   |   |   |   |
|   | 1 | 2 | 3 | 4 | 5 |

| 16. Studying French is a waste of time. |   |   |   |   |   |
|   | 1 | 2 | 3 | 4 | 5 |

| 17. Being able to speak French well would please me. |   |   |   |   |   |
|   | 1 | 2 | 3 | 4 | 5 |

| 18. I think that there are more important things to study in school than French. |   |   |   |   |   |
|   | 1 | 2 | 3 | 4 | 5 |

| 19. People who speak other languages make Canada an interesting place to live. |   |   |   |   |   |
|   | 1 | 2 | 3 | 4 | 5 |

| 20. My friends think it is important to study French. |   |   |   |   |   |
|   | 1 | 2 | 3 | 4 | 5 |

| 21. I enjoy school. |   |   |   |   |   |
|   | 1 | 2 | 3 | 4 | 5 |
APPENDIX B

INTERMEDIATE ATTITUDINAL SCALE
RAW DATA
Paired-Comparison T-test

Raw Data

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Analysis Variable : DIFF

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| 4.5634211 | 1.2094859 | 95  | 3.7771594 | 0.0003 | 13063.31 |

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Analysis Variable : DIFF

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APPENDIX C

TEACHER QUESTIONNAIRE
EXPLORONS LA FRANCE

Teacher Questionnaire

1. How long have you been involved in teaching French? __________

2. What training have you had in either French language or methodology?

3. Rate the resources included in this module according to usefulness to a non-specialist French teacher by circling as appropriate:

<table>
<thead>
<tr>
<th>Very Useful</th>
<th>Not Useful</th>
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   a) Detailed lesson plans
   b) Black Line Masters
   c) Extension activities
   d) Cassette tape
      - transcription in French
      - translation in English
   e) Slides
   f) Resource index
   g) Picture card sets (obtained through Central Library)

4. What other types of resources would you have found beneficial?

5. Were some lessons more comfortable to teach than others? Yes  No

6. If so, why do you think there was a difference in comfort level?

7. Have you done any previous curricular integration involving E.F.S.L.? Yes  No

(OVER)
8. If so, describe it. ___________________________________________________________
__________________________________________________________

9. How do you feel about your ability to do curricular integration involving E.F.S.L. after having used the module? ______________________
__________________________________________________________

10. Has there been a change in your opinion after having used the module? Yes No

11. How would you rate your interest in trying to integrate another content area with E.F.S.L.? High Low

1  2  3  4  5

12. Does this reflect a change in your opinion after having used the module? Yes No

13. How would you rate your students' reactions to using the "Explorons la France" module? High Low

1  2  3  4  5

14. How much time was there between the pre-test and the post-test of your students?

__________________________________________________________

Please return to:
Bob Swansborough,
K.B. Woodward Elem.
Courier # 040

MERCI BEAUCOUP
Curricular Integration
of Elementary French as a Second Language
by Non-specialist Teachers

Administrators' Interview Questionnaire

Date: ___________________________ Interview # __________

1. How long have you been involved with F.S.L. in British Columbia?

2. What implications do you see involved in the assumed Provincial mandate of Elementary French as of Grade 5?

3. What resources, both human and material, will be required to meet the challenges that such a mandate would entail?

4. What do you see as the major goal in the E.F.S.L. program?

5. Can the concepts/new directions identified within the Year 2000 document and the National Core French Study such as curricular integration, communicative and experiential methodology, whole language and cooperative learning strategies, be reflected in an E.F.S.L. classroom taught by a generalist teacher?

6. How can we adjust the curriculum to allow for these challenges?

7. What is realistic for the level of French of generalist teachers?

8. Are there any other observations regarding the future of E.F.S.L. that you wish to make?
APPENDIX E

SAMPLE INTERVIEW TRANSCRIPTS
Interview Transcription

Interview #4

1. How long have you been involved with F.S.L. in British Columbia?

I've been involved since by teacher training in 1970, in 1971 I started teaching secondary F.S.L. and I've been involved ever since.

2. What implications do you see involved in the assumed Provincial mandate of Elementary French as of Grade 5?

Oh I think educationally it's an excellent move because I think that the absolute worse time to mandate one year compulsary French for children is probably the Grade 8 year when they go into secondary school so along with the Year 2000 it's an excellent idea to begin exposure and their experience with second language at an earlier age where they're not just coming into secondary school with all the other social and emotional things they go through and that integrated in a way to an Intermediate Program classroom in a smaller setting it's go a better chance at being seem by the children as an integral part of the curriculum and something as giving more value to the attitudinal aspect in particular. I think that's the main gain that is going to be made there and I think it's probably the most appropriate one.

3. What resources, both human and material, will be required to meet the challenges that such a mandate would entail?

Well certainly the most important resources are the human resources. We need to seek out those people who teach in the system at that level that are willing to make it a part of their curriculum. I mean, the notion of encouraging elementary teachers to learn French themselves and make it part of their curriculum isn't new. When I was an instructor at Pearson College and that's years and years ago when we were working with mainly elementary teachers. And then those times have gone now that was kind of a heyday with lots of money around from Federal Grants and what not and so forth and now we've gone through a dip in the kind of professional development that was available for Elementary French and now we're back up to a push again because of the Year 2000 programs but with an
undefined kind of amount of money commitment so I mean I think human resources are extremely important to suss out, to find out where are those people in the system because I think they exist and then of course if we can make it a more integral part of teacher education programs - the people that come out as elementary teachers and intermediate teachers will come out with an expectation that Core French is part of the curriculum as is Music, as is Art, as is everything else. Definitely resources monetary resources particularly for Pro D are necessary. And of course for textbooks, for programs because ...... not just for the program. I wouldn't want to see it be a slavish kind of thing with a program. I think we can learn by provinces like Ontario who've had Elementary French or whatever for years and years. But you can kill the attitudinal part by an overly slavish attitude towards a prescribed program and that kind of thing. But the publishers will follow where the money is so if the publishers are asked to make something more communicative/experiential, they will. So you need the money to then buy the stuff. It goes around and around.

4.
What do you see as the major goal in the E.F.S.L. program?

E.F.S.L. being defined as Core I mean the way if is in the Framework and the way it will be will be Core French from the second year of the Intermediate Program through the fifth year of the Intermediate Program. Its presently 5, 6, 7, 8. The goals are far as I'm concerned for that minimum four years of exposure and experience with the language are at least really threefold - the way the old French curriculum was but perhaps never got quite implemented which was equal parts of attitude, language and culture if you can actually separate them out. And I think the best kind of themes to do and work to do are themes that really respect those three things all the time. So therefore if you're looking at a unit or a theme or whatever you have a cultural angle, a language angle and an affective angle. The other was to look upon it, is to look upon it as a way of integrating the French Study where you try as much as possible to have your four strands recommended, experiential, linguistic, cultural and general language education which is an interesting concept too. What I think has happened in the past is it's been we've really teaching a second language, we're throwing in some culture that's interesting and will do some games to get kids hooked into the hard work. Well, I don't think that's the idea. I think the idea is that you look upon it as an experiential curriculum to start and a truly communicative / experiential curriculum would be those three things. That is there would
be a need for the kids to communicate using the language. An implication on their part as opposed to the old way - maybe it's not quite like the old way either.

5.
Can the concepts/ new directions identified within the Year 2000 document and the National Core French Study such as curricular integration, communicative and experiential methodology, whole language and cooperative learning strategies, be reflected in an E.F.S.L. classroom taught by a generalist teacher?

Well, in my experience with teachers since I've been working at Simon Fraser this time as Inservice Coordinator, sometimes the generalist teacher with a medium level of French does a better job with on the experiential curriculum than a "French Specialist" because in light of what I said in the last question they don't have the investment in the correctness of the language and the literary value of the language and the language as a system. They're much more willing to go with the kids in an experiential communicative way within a structure. I'm not talking about an integrated free for all, you know. Obviously you can go too much the other way and basically you're not teaching any French language at all. But I think, the question is, is it possible, yes it is possible. I would prefer it be a generalist with a medium to above medium level of French than it be a system of specialists. Or perhaps a happy medium is to have one or two people on each elementary staff who have more French than some other people who either team teach with other people or they do a few classes in exchange for something else which again that backfires because then you've got platooning happening that you don't necessarily want to see happening. But some sort of happy medium in that because as long as it remains something that specialists do it will remain something that classroom teachers don't have to take any ownership of. And I think that the classroom teachers is reflected to the kids immediately. "We have to do this" or "this is a really neat opportunity here and we're going to play around with another language" You know, it's really to bad. I try not to think about it as being a political thing, but it is really a political thing. There are just so many people out there who, adult, canadian adults, educated in the canadian school system who have such misconceptions, poor attitudes toward their own language learning experiences in school, total misunderstanding of the French Canadian fact in Canada. We have to be able to do a better job than that.
6. How can we adjust the curriculum to allow for these challenges such as noted here in the previous question?

Well it was interesting when we were working on / in the committee to do the framework one of the things the French coordinators brought back for me to pass on to the committee was where does it say in the document "how many minutes a week you need to do French" because unless it says that then people are going to cheat. Everything else will come before French and that sort of thing. And the answer was that no, evidently as far as I understand it, no where in the Intermediate Program document will it say how many minutes Humanities needs to be, or Find Arts or Practical Arts or Math and Science. So French is folded into Humanities and the expectation is an integrated something or other happening. The only percentages referred to in the Intermediate Program as I understand it are 20% for locally developed programs at the intermediate level and 80% provincial so how to adjust the curriculum would be not to think of it in terms of number of minutes per week but think of it in terms of maybe for one theme that I do in the Intermediate Program I'm not going to do any French and for another theme, French is really going to be a big part of it. And maybe you can have your daily French, like 15 - 20 minutes, news or show and tell or something with a content happening in French. Math or mental arithmetic or whatever - sponge activities to end the day. You do that kind of daily thing for the daily practice idea and then as well you have some theme get an intense -- sort of like Grade 6 - France, Grade 5 Canada immigration. You know, there's lots of places that they can fit. Adjust in terms of be more flexible along with the other subject areas because the other subject areas are being included/ encouraged to be flexible. And we've worked in a model because we wanted to see so badly to see Elementary French taught where the consultants tell the classroom teachers and the specialists "you must respect your 90 or 100 minutes a week" Well maybe it's going to have to be a little give and take.

7. What is realistic for the level of French of generalist teachers?

Well I think that some of the commercial programs can be realistically attempted the way they're laid out. Not necessarily that you have to treat them in a page by page way. But I would like the kids to be able to
have confident that within the theme they have done in a classroom that they can take an inventory of what they know and what they know how to say and the kind of communicative situations that they can be semi-spontaneous and that they've practiced and stuff. So within practiced themes and within the kind of guidelines that you get in a commercial program, not that you're going to use it slavishly but I think it's realistic that those kids be comfortable within those themes and if that, if we got that far over four years and we got them by the end those four years in Grade 5 to Grade 8 to be able to tell about themselves, some common predictable kinds of situations. Maybe have a reasonable idea of how to tell about something that happened yesterday, today or tomorrow - that kind of thing. And be possible to improvise within that kind of common familiar stuff I think they would be doing great. This is probably all the generalist teacher can do.

8. Are there any other observations regarding the future of E.F.S.L. that you wish to make?

Well, in a way I'm glad to see the Intermediate Program initiatives because I think it gives, if handled properly, it will give learning a second language as part of the educational experience for that age of child a really ..... chance to become validated in the curriculum which I don't think it's ever been before. I think it's always been considered a... an extra. So I'm quite optimistic but I know that that question about resources is certainly the most important one because people get discouraged financially or they're not able to give their teachers the kind of in-service that they need to bring it about......... Merci.
Interview Transcription

Interview #7

1. How long have you been involved with F.S.L. in British Columbia?

I think about 15 years altogether, Bob.

2. What implications do you see involved in the assumed Provincial mandate of Elementary French as of Grade 5?

I think first of all it's going to solve some significant problems that we've had defining, resolving our articulation between the elementary and secondary programs where it was traditionally mandated at the grade 8 level and secondly it's going to create a challenge. We've already seen that in Surrey. The challenge of implementing such a large program so broadly bringing on-line a really significant number of students and teachers in this project.

3. What resources, both human and material, will be required to meet the challenges that such a mandate would entail?

O.K. I think first of all the resources question material is a development question. We're faced with an opportunity to implement this broad program without having to change a lot of old habits. We can implement right into the new programs and methods that reflect the principles of the National Core French Study directly. But the challenge here is to make sure that those materials really do reflect the National Core French Study goal and the four syllabi. And continue ot reflect those. In terms of personnel the challenge is slightly different. As I said, we don't have to overcome a lot of entrenched habits because for the most part the Grade 5 teachers are coming to the program without any experience. But we're faced with the issue of developing good habits for teaching a communicatively based program, an experientially based program and we're faced with the challenge of meeting the personal language needs of a large number of teachers. How do we get people up to speed in their second language feeling comfortable with it so they can effectively deliver a communicative program.
4. What do you see as the major goal in the E.F.S.L. program?

I think if there's a singular goal that I would look for, it's to establish in the learners' world view an openness to the idea of a second language in a very personal sense. Not it's theoretically good to have a second or third language but located inside each learner that it's good for me to have a second language and to be aware of other cultures.

5. Can the concepts/new directions identified within the Year 2000 document and the National Core French Study such as curricular integration, communicative and experiential methodology, whole language and cooperative learning strategies, be reflected in an E.F.S.L. classroom taught by a generalist teacher?

Absolutely. I think, I....I'm a great proponent of the generalist teacher. The generalist is probably more suitably placed than the specialist to make those of things...integration, communicative/experiential work, whole language work...that's exactly what the generalist elementary teacher lives with all the time. And uh, I think that we've seen it incorporated in entire schools not just one or two classrooms. Entire schools where they've incorporated these kinds of methods and beliefs and practises. It's just a question of moving people more and more towards that way of living their school life.

6. How can we adjust the curriculum to allow for these challenges?

Well, I think that curriculum needs to be viewed as the "what" teachers teach in the actual practice of teaching and not curriculum as listed in a book somewhere else. So curriculum is developed in the act of teaching. It's developed by learners and by teachers together. So I think that there's....if we talk about paradigm shifting that's the paradigm shift right there.

7. What is realistic for the level of French of generalist teachers?

I think the realistic outcomes for Core French, the Core French program in
British Columbia have to be moderate at the beginning and increasing in expecting more language use as time goes on, as we live with this program and we see the accumulation of experience and the number of teachers that are comfortable with speaking French in the classroom themselves. As that number grows we're going to see the actual impact of the program in more French being spoken by our students in the act of communication or doing things.

8.
Are there any other observations regarding the future of E.F.S.L. that you wish to make?

I think that I'd like to see more emphasis and energy put into the understanding of how to integrate Core French second language experiences into the complete day. I think that that's the way we're going to have success with this so that it's moved out of the scheduling problems that seem to constrain it and we wind up with situations where people solve their French problem by not teaching French and having an in-school specialist come into do it for them or whatever. I think we need to move the French program into the whole day.
APPENDIX F

RESUME OF INTERVIEW DATA
DATA ANALYSIS

Goals of Elementary French as a Second Language
(1-4) to expose children to French language/culture; to have them experience success in communicating; must teach a certain amount of basic structure
(2-4) ensure all children have access to the experience of a second language in the classroom and the richness that goes along with it
(3-4) a positive and a personal experience with French for all students according to the Year 2000 mandate; not to be directed just toward academically gifted; the major goal is the ability for all students to involve themselves in second language learning
(4-4) equal parts of attitude, language and culture
(5-4) Emphasis should be not just on communication but on developing control of the structure of the language, and as each structure comes under control, it should be used to communicate together with all structures previously mastered... The time in elementary core French is very limited, so the program should concentrate on language more on trying to imitate immersion
(6-4) Experience in communication... I can't see going for the depth and breadth that used to be. Try to make it look more like what we do in other school activities instead of a straight academic exercise.
(7-4) Establish in the learner's world view an openness to the idea of a second language in a very personal sense
(8-4) Attitude of teachers
(9-4) Communication and understanding, if we want to have a global type of education. Learning a second language is very important in introducing them to differences and similarities of cultures.
(10-4) To open the child's mind to other languages and other cultures
(4-6) The only percentages referred to in the Intermediate Program are 20% for locally developed programs, and 80% Provincial. So, how to adjust the curriculum would be not to think of it in terms of number of minutes per week, but in terms of, maybe for one theme, not to do any French and for another theme French is really going to be a big part of it.
(4-6) We've worked in a model because we wanted to see so badly Elementary French taught where the consultants tell the classroom teachers and the specialists "you must respect your 90 or 100 minutes a week". Well maybe it's going to have to be a little give and take.
(6-6) The adjustment is going to have to come in the perception that people have of what is a French curriculum and we have a range. Some people believe that communication is the goal, or proficiency at least is the goal. But the ones that are strict methodologists with a grammar-driven time-line, and you've got to learn this before that, that's going to take a lot of adjustment.
(5-7) The important thing is that instead of trying to rush to teach the whole language, we should limit our goals to teaching the very basic, and teaching it well - having the students learn it well, and be able to use it accurately and then leave the rest for higher levels of schooling.
(7-7) The realistic outcomes for the core French program in British Columbia have to be moderate at the beginning and increasing in expecting more language use as time goes on.
(3-8) Whether we were going to look at oral communication as being the major goal for all Intermediate learners up to the end of Grade 10, that may build up it's own momentum and that may happen or not.
(4-8) I'm glad to see the Intermediate Program initiatives because I think, if handled properly, it will give learning a second language, as part of the educational experience for that age of child, a really [good] chance to become validated in the curriculum, which I don't think it has ever been before. I think it has always been considered an 'extra'.
(5-8) I hope that the elementary program will emphasize accuracy and not be too concerned about fluency. Fluency can be developed later on after there is a good control of the basics of the language.

Parental Expectations
(1-4) Parents have hopes for the Elementary program that students will be able to communicate in the target language. If we can't achieve that there will be a backlash on the part of the parents and the students because of comparisons to the Immersion program

Secondary School Implications
(2-2) "... it revolutionizes the entire secondary program. The secondary level would be beginning with an equivalent of first year."
(4-2) "The absolute worst time to mandate one-year compulsory French for children is probably the grade 8 year when they go into secondary school."
(7-2) "It's going to solve some significant problems that we've had defining, resolving our articulation between the elementary and secondary programs, where it was traditionally mandated at the grade 8 level."
(1-8) I deplore that lack of financial resources that have been made available at the secondary level. I received money for
DATA ANALYSIS, CONT.

the Grade 5 and 6, which is in a trust account, but we have 5 pilot schools. That doesn't give me money, but there has to be some money made available for the secondary program very, very, very quickly.

Elementary School Implications
(2-2) "It has tremendous in-service and staffing implications for elementary schools"
(9-2) "Teachers are going to have to see the importance of teaching French, so we're going to have to sell the idea to the teachers out there in the intermediate level"
(2-3) School has to pay attention to intermediate staffing; you need support staff
(5-4) In an elementary program, you couldn't get far beyond level on the F.S.I.L.R. scale
(1-5) It was recommended that teachers' prep time at the elementary level should be delivered through EFS L specialists
(5-7) I don't think that within an Elementary language program you could attain more than a level 1 on the five-point F.S.I. scale.
(1-8) What is going to happen is the field will have to push the Ministry in a very concerted and aggressive manner, otherwise F.S.L. at the elementary level will die.
(9-8) I think that it will never come to its full potential in elementary schools. Teachers going into Elementary have to have Science, Math, Social Studies and French.

University Implications
(4-3) "We can make it a more integral part of teacher education programs - the people that come out as elementary and intermediate teachers will come out with an expectation that Core French is part of the curriculum as is everything else.
(10-6) One of the most important changes is going to have to be at the university level in terms of who they accept as teachers. We can't go on with the traditional method of screening teachers. And I know at U.B.C. and S.F.U., the situations are getting worse. We don't interview the potential teachers at all - we base the acceptance solely on their marks. Thank goodness we're no longer offering a B.Ed so we're assuming they're going to be specialists and/or at least done some research.
(9-8) Teachers going into Elementary have to have Science, Math, Social Studies and French. Some oral or communicative type French course as well. That would just be part of the pre-requisite for admittance.
(10-8) Get the universities involved in developing materials for classrooms where the teacher doesn't speak the language.

Ministry Implications
(3-6) It's not a Provincial mandate to start to look at curricular adjustments, but to enable teachers to make those kinds of decisions
(1-8) I deplore the lack of initiative on the part of the Ministry. It appears that it is still on hold. I deplore that lack of financial resources that have been made available at the secondary level. I received money for the Grade 5 and 6, which is in a trust account, but we have 5 pilot schools. That doesn't give me money, but there has to be some money made available for the secondary program very, very, very quickly.
(1-8) It appears that there is a movement within the Ministry to sort of push F.S.L. onto the back-burner. When you listen to the person who is in charge of that particular branch, it becomes evident that French is not going to play a major role. Because he puts it on the same level as other languages - German or Japanese, Mandarin, Spanish - where we have a few thousand children in each program and he doesn't make any distinction. What is going to happen is the field will have to push the Ministry in a very concerted and aggressive manner, otherwise F.S.L. at the elementary level will die. It won't even get off the ground if we don't see some leadership at the Ministry level, particularly Modern Languages.
(10-8) I think the government is going to have to commit itself strongly to finance this endeavour - or to drop it. I think it's a very, very important endeavour; it's not one they're going to regret because language opens the mind to different cultures and to getting along in the world. Language is not something people are necessarily going to be able to or want to learn later on in life if they've never been exposed to a second language, so it's one of the priorities, in my opinion.
(10-8) I don't think that it's an impossible endeavour, but I really think that the government is going to have to commit itself financially to train the teacher and to give them the time off also to train them with a whole 2000 philosophy. And if that's not done quickly, we're in big trouble because we can't go back now. I don't think British Columbia can go back and I hope someone's going to wake up soon to that reality.

Political Constraints
(4-5) It really is a political thing; there are so many adult Canadians, educated in the Canadian school system, who have such misconceptions, poor attitudes toward their own language learning experiences in school, total misunderstanding of the French-Canadian fact in Canada

District-Level Constraints
(1-2) "...it will involve in my district alone 60% of platooning with specialists and 40% will be handled by regular
classroom teachers."

(6-2) "Probably a lot of resistance from school districts that don't have any programs right now."

(7-2) "The challenge of implementing such a large program so broadly bringing on-line a really significant number of students and teachers in this project."

(8-8) We need to make it a little more of a District priority or a provincial priority if we really want to do a good job on it.

Teacher Constraints

(10-2) "We certainly do not have qualified teachers in British Columbia to teach FSL, and we will have to be using teachers who have either never taught FSL, have no background, have no affinity towards French to be teaching a language and a culture that is basically very foreign to them."

(4-3) "We need to seek out those people who teach at that level that are willing to make it a part of their curriculum. The notion of encouraging elementary teachers to learn French themselves and make it part of their curriculum isn’t new."

(4-3) "Human resources are extremely important to suss out, to find out where are those people in the system because they exist, and then we can make it a more integral part of teacher education programs."

(8-3) Alternatives if teacher is not proficient in French or doesn’t have confidence or experience?

Delivery Models, i.e., Itinerant Teachers, etc.

(9-2) "Whether you will be using specialists teachers or whether the regular classroom teacher will be teaching the French curriculum... that in itself creates probably the biggest problem in implementing French at that level."

(9-2) "The idea of specialist teachers might be a good one, but I’m not sure that we have enough specialists to go around so that the whole area of training enough teachers to be specialists would be a difficult area."

(9-2) "If we have specialist teachers teaching it, we have a bit of a problem of an integration element... That can be overcome, the integration element with specialist teachers, because they can be well enough aware of the curriculum that they can bring in this other curriculum and bring the student a solid linguistic experience when they’re doing French. If the generalist teacher teaches it in the classroom, I can see many problems with that."

(2-3) Classroom teacher: attention to intermediate staffing; generalist model: attention to support staff; itinerant model: attention to cost factor, without same degree of support.

(6-3) Team-teaching - one teacher dealing with content, the other with linguistics.

(8-3) In the current situation, French becomes Prep... classroom management becomes difficult.

(1-5) EFSL can only be delivered if there is release time provided for teachers.

(1-5) It was recommended that teachers' prep time at the elementary level should be delivered through EFSL specialists... Some principals will have to hire specialists, maybe not at the Grade 5 level, but at the Grade 6 or 7 level.

(1-5) Principals will probably go and hire a specialist maybe with two other subjects.

(6-5) If we can provide enough opportunities for even those very tentative generalist classroom teachers to be involved in putting together a unit or an activity that can work in their class with other teachers in their school or even with teams of other teachers who are also E.F.L., it will work.

(5-6) As far as individualized progress is concerned, the curriculum would have to be very flexible, but it would still have to be a very specific and very clearly set out curriculum. It's a matter of the students completing the curriculum at different speeds, but I think that one has to have a curriculum based primarily on the structures of the language going from simple to complex, from common to uncommon, from what you can learn by itself to what you need to learn in connection with something else, and so forth. Basing the curriculum on, for example, communicative functions, doesn’t work really well because communicative functions cannot be organized according to that principal of gradation. It’s the language that gives the basic structure and greater progression, not the communication acts.

(4-7) I think that some of the commercial programs can be realistically attempted the way they are laid out, not necessarily that you have to treat them in a page-by-page way.

(8-7) I think, given a program such as Vive le français, generalist teachers can get through those two books, and as well, demonstrate and foster a positive attitude toward French. I don’t think that program lends itself to great enthusiasm, unless the teacher expands certain points of the program.

Multi-age, Multi-level Classes

(8-3) We have a lot of multi-age classes; split-class syndrome.

(8-5) In a multi-age classroom you could use all these strategies but you need a person who feels very comfortable in what they’re doing; you can’t do it with a generalist, unless they’re bilingual generalists.

Optimal Age for EFSL

(3-2) "[Students] should all have exposure to second-language learning at an earlier and more receptive age before the adolescent years in grade 8."

(4-2) "It’s an excellent idea to begin exposure and their experience with second language at an earlier age where they’re not just coming into secondary school with all the other social and emotional things they go through."

(5-2) "The study of a second language should start about that point in grade 5 because before that point, children are not
sufficiently mature cognitively to use language as language, that is, to focus on the language per se, while by the time they are 10 or 11 or 12 years old, they should be able to do that... Therefore it's a good idea to start in grade 5. Before that point, they could just spend some time exploring the languages and cultures of the world in general and then, when they have the motivation to and the effort to learn French, of course they could then do it more systematically."

(10-2) "The idea of mandating French in grade 5 [is wonderful]. In fact, they should start earlier than that. Children, the younger they are, have less resistance to learning a new language. They have less filters that they have and usually are open to learning a whole lot more. Grade 5 is better than starting in high school."

Student Outcomes

(6-2) "[Secondary teachers] will tell me it really helps. Those people who work on those students' attitudes and basic skills."

(8-2) "It will give students, at least in Western Canada, an idea about a different culture, and hopefully taught with enthusiasm. And we also teach them that they're going to learn something really different. And hopefully, they'll have a little more tolerant attitude toward French and other nationalities as well."

(9-4) "It's very empowering to be able to express yourself in a different language."

(10-4) "Learning other languages shouldn't stop students from continuing to learn whatever language they speak at home."

(1-7) "All the effort that we are going to put into it has to pay off so that the children can manipulate the language at the end of grade 7."

(4-7) "Within practice themes and within the kind of guidelines that you get in a commercial program, I think it's realistic that those kids be comfortable within those themes such that by the end of the four years from grade 5 to grade 8, they will be able to tell about themselves and some predictable kinds of situations, and improvise within that kind of common, familiar situation. This is probably all the generalist teacher can do."

(6-7) "If teachers are willing to ride along with the kids and say, "look, we're all learning this together, let's enjoy it", I think you'll probably get some really good results with that kind of an attitude."

(6-7) "If teachers have some proficiency, and were hoping what they'll gain out of this is even more proficiency, as long as they make those classes exciting and worthwhile, not only just in the language, but in the social activity in itself. I think that's a good outcome, so that the kids are ready to want to learn more."

(6-7) "If, as the kids leave the end of the Elementary French program, they're not turned off by French, they're willing to take more language learning at the secondary. I don't think they will be able to categorize a lot of structure and vocabulary words."

(7-7) "As the number of teachers that are comfortable with speaking French in the classroom grows, we're going to see the actual impact of the program is more French being spoken by our students in the act of communication."

(10-7) "If we have the proper tools and materials, I think we can expect these students, especially if you start them in grade 5 now, by the time they graduate or by the time they even get halfway through high school and they decide to change subjects in grade 9 or 10 to have a functional level of French."

Expectations on and by the Teacher

(1-3) "Need either a consultant on a part-time basis or a helping teacher or an outside consultant to conduct in-service on a regular basis."

(6-7) "As long as you don't make a real mess of it, that's a realistic outcome for me."

(9-7) "The teacher shouldn't just be learning with the students, being one step ahead of the students in teaching French, because that takes away from the spontaneity if the teacher has to learn a content and then regurgitate it back to the students. I think that is just not communicative. I think you have to be able to facilitate communication, and if you yourself can't communicate, you can't facilitate. So, a teacher has to be at least able to facilitate the conversation among kids. A degree of spontaneity can't be emphasized enough."

(10-7) "It depends very little on the teachers. If we made it directly dependent on the teachers, our expectations would have to be extremely low. And it's not because we don't have good teachers. It's because they really don't know. Even if one knows a second language, it's one thing to know a second language, but it's another thing to teach that language."

Comparison with Immersion

(5-4) "The time in elementary core French is very limited, so the program should concentrate on language more on trying to imitate immersion."

(1-5) "In some classes we have Early Immersion students who all of a sudden hit the grade 5 and grade 6 levels and they've been in Early Immersion for three years and they gave excellent French."

(1-5) "I've had a number of requests from school principals to provide enrichment materials for immersion students because they don't know what to do with them."

(6-7) "They can use the classes as vehicles for other big things they do like cooperative learning and whole language. If they tie it in with that and do as they do in immersion, that language-learning is going to be a spin-off of that."

(10-7) "If we have the proper tools and materials, I think we can expect these students, especially if you start them in grade 5 now, by the time they graduate or by the time they even get halfway through high school and they decide to change subjects in grade 9 or 10 to have a functional level of French. Same with the Immersion program. We can't expect
bilinguals. It’s impossible in a majority setting. They really need that socio-linguistic ethnic vitality - the cultural vitality. They need to be surrounded by the language.

I hope that a systematic program being in Grade 5 would replace Immersion. The results of Immersion are really quite poor, linguistically speaking. After many years in Immersion, students have frequent errors of the most basic kind.

We learned a lot from Immersion as to what we can do. Late Immersion is sort of a classic, you know, where you start the kids at base zero and look at how far you can take them. I think that we can go a lot further with what we are doing in F.S.L. classes if we take that bold step and think that the teacher doesn’t have to do all the talking - the kids, if they do a lot of it, will probably learn a lot more - and that the teacher doesn’t have to do it all in English. The more they deal with it in French and make the kids really listen and join in, I think we can do a lot more.

Teacher In-Service Implications

Have either a consultant on a part-time basis or a helping teacher or an outside consultant to conduct in-service on a regular basis

Monetary resources particularly for Pro D are necessary

Need massive in-service to help teachers gain confidence and skills for teaching French at that level due to lack of prior training

Perhaps more in-service and support to the teacher rather than drastically change the curriculum.

It’s all tied into getting a decent curriculum and a massive in-service program to ensure that language learning is an integrated part of the curriculum.

The question about resources is certainly the most important one because people get discouraged financially, or they’re not able to give their teachers the kind of in-service that they need to bring it about.

I’m afraid that it won’t be implemented unless there’s money for in-service.

Process of Change

Have to make paradigm shift; the National Core French Study has shown us that there’s more natural way’s of doing things

Opportunity to implement this program without having to change a lot of old habits

Teachers trained in the old system... will take a long time to adjust, and we’re not considering that or its implications in any documents

Everybody has to make the changes as they can

The only problem I see is the teacher who is really stuck in the old groove. That’s going to take some time.

Teachers have to be prepared for the changes to take place.

The pendulum will swing back to a more academic approach. I think that we are right at the beginning now of a most exciting time in French language education.

I don’t care how good the books are, how wonderful the Curriculum Framework is, how super the Core French thing is. If there aren’t the same people who are going to act as the change agents in the schools, whether that’s an on-site person or a district person, if the program is going to be too handled, I just hope it builds enough strength so that it can run on its own.

Look at it as a four year program, three year program going from one to another, that would lead to more continuity. The way we’ve got it now in our district with the prep time and the people not having one year after the other there is no continuity with their students. We’re bringing in people every year, then they leave. If we’re lucky they don’t leave, but we’re not usually very lucky so there’s no continuity there and not a lot of continuity in the program. We need to make it a little more of a District priority or a provincial priority if we really want to do a good job on it.

Year 2000 Curriculum

*Integrated in a way to an intermediate program classroom in a smaller setting, it’s got a better chance at being seen by the children as an integral part of the curriculum and something as giving more value to the attitudinal aspect in particular*

*It’s going to be good for the program*

*If they all had adopted the philosophy of... student-centered philosophy, empowering the students to learn themselves, if the teachers in British Columbia were truly facilitators, and had a lot of material available to them in terms of audio materials, media, video, books, and all kinds of tools that they could use and that they knew how to use, it would make the task a lot easier. Everybody could learn the language on their own given the proper tools, so that if the teachers could have those available to them, then that would be possible. That is not so in B.C.***

*Now we’re back up to a push again because of the Year 2000 programs, but with an undefined kind of amount of money commitment.*

Study the Year 2000 documents because we’re looking at a whole different ecology of education with that document and I think the key for French or any other language is going to be: “Where do we fit in that ecology?” And once that’s
Data Analysis, cont.

been established that will sort of tell you what kind of tools and what kinds of materials you’re going to need

(1-5) It was recommended that teachers’ prep time at the elementary level should be delivered through EFSL specialists, which is anti-Year 2000

(2-5) Cooperative planning, whole language are wonderful vehicles for the instruction of second language, and hopefully will increase interest level on part of the students to stay in the language

(3-5) The E.F.L. classroom is a perfect forum for communicative and experiential methods perfect for cooperative learning strategies; it is an oral/aural curriculum unique to language teaching, so that students having little success in regular curriculum areas may find success in this kind of instruction identified in the Year 2000 and the National Core French Study

(5-5) The idea of students progressing at their own speed, according to individual abilities is a sound idea, but implementing it is very difficult

(5-5) Whole language puts experience and self-expression ahead of control of the language, and it emphasizes guessing as opposed to learning systematically step-by-step; I think a step-by-step program followed at each step with the communicative use of what has been learned will produce the best results; whole language... has not produced very good results

(8-5) Cooperative learning strategies could easily fit in a French program and in a team setting

(9-5) A person who speaks French is in a position to really make it Year 2000... because they can bring it into any subject area that they have in school. Without making it an Immersion experience, they can make it an experiential language experience for them - a communicative language experience.

(10-6) The Year 2000 guidelines/curriculum/objectives/philosophy will not survive in British Columbia if we do not change our approach to it immediately and take the teachers into consideration.

(6-7) They can use the classes as vehicles for other big things they do like cooperative learning and whole language. If they tie it in with that and do as they do in Immersion, that language learning is going to be a spin-off of that.

Material Resources

(1-3) Each classroom teacher should have a listening center set up in the classroom to do group work

(2-3) Elementary-based materials; prime resources in the library - the elementary should continue to provide various resources for cultural enrichment materials in the French language

(4-3) Monetary resources for textbooks... the publishers will follow where the money is, so if they are asked to make something more communicative/experiential, they will. So you need the money to then buy the stuff.

(5-3) there should be some equipment as well as the opportunity of having small group activities which means that, ideally, there should be a few teacher’s aides available to each teacher. If the teacher aides are no go, then they would have to rely on more advanced students to lead the small groups.

(7-3) make sure that those materials reflect the National Core French Study goal and the four syllabi

(8-3) Print materials are extremely structured; this becomes a constraint to be avoided

(9-3) Not lacking in materials, but lacking in funding for materials

(10-3) We need a variety of resources: audio tapes to hear the language because the students are not going to get it from the teachers...videos, and books

(10-3) Need some exercises and freedom for teachers to express themselves in the new language... a lot of materials are out there or are being developed; teachers must have access to them or else it will be a complete failure.

(5-5) Need recent technology at your disposal and very detailed materials with some instructional guidance

(1-6) We need a variety of units... to show that extension can be handled. If the teachers count 1 to 10 everyday for the rest of the year and think it’s integration, then we’d better go with specialists. Integration has to be done well, and it has to be worthwhile.

(4-8) The question about resources is certainly the most important one because people get discouraged financially, or they’re not able to give their teachers the kind of in-service that they need to bring it about.

(8-8) I think what you need to do is to get us a lot more materials, a lot more resources that even the bilingual teachers can use for doing more with it. I think those kinds of resources would help. Instead of a program going through one workbook and one reader, give us some options and I think people will feel a lot better about it.

(9-8) People will say we tried that and it didn’t work and that would be a real shame if we go ahead and try it and don’t provide the resources and the help to teachers that is necessary then the whole thing stops.

(10-8) We’re going to have to provide materials and they’re not expensive - they don’t have to be. Get the universities involved in developing materials for classrooms where the teacher doesn’t speak the language.

Teacher Attributes

(5-3) Teachers should be excellent in the language and should have some training in how to teach French and some awareness of the structure of French and English, assuming that English would be the primary native language, and that’s not something we can always assume in B.C.. They should also have some training in the use of AV and computing equipment.

(8-3) We need energetic, bilingual teachers
Curriculum Integration

(9-2) "If we have specialist teachers teaching it, we have a bit of a problem of integration element... That can be overcome, the integration element with specialist teachers, because they can be well enough aware of the curriculum that they can bring in this other curriculum and bring the student a solid linguistic experience when they're doing French. If the generalist teacher teaches it in the classroom, I can see many problems with that."

(4-4) Integrating the French study where you try to have the four strands recommended... The idea is that you look upon it as an experiential curriculum. There would be a need to for the kids to communicate using the language

(2-5) Integration can take place through subject areas, and through language -that's one advantage of having the classroom teacher

(1-6) We need a variety of units... to show that extension can be handled. If the teachers count 1 to 10 everyday for the rest of the year and think it's integration, then we'd better go with specialists. Integration has to be done well, and it has to be worthwhile.

(4-6) It does not say, in the Document, how many minutes a week you need to do French because unless it says that, people are going to cheat.

(4-6) How to adjust the curriculum would be not to think of it in terms of number of minutes per week, but in terms of, maybe for one theme, not to do any French and for another theme, French is really going to be a big part of it. Maybe you can have daily French, like 15-20 minutes, news or show-and-tell or something, with a content happening in French...Adjust in terms of being more flexible along with the other subject areas because the other subject areas are being included/encouraged to be flexible.

(6-6) If you take a look at the curriculum framework, it's not going to need much adjustment because all you have to do is
DATA ANALYSIS, CONT.

say it fits and it can fit in at almost any level.

(6-6) If we use the framework, I think it blends in beautifully with the Core French Study results. They're so global and wide-ranging and open to professional decision-making by the teachers, that I don't see any problem with it at all.

(7-6) Curriculum is developed in the act of teaching. It's developed by learners and teachers together. If we talk about paradigm shifting, that's the paradigm shift right there.

(9-6) Our present curriculum, French curriculum - the absent curriculum - and, in the absence of that, the National Core French Syllabi allow for all these challenges.

(10-6) I don't think any of the changes will take place unless the principals, the teachers, the administration is more familiar with the whole concept of student-centered and empowering the students... The first thing we need to do is that curriculum is allow for that training to go on... Nobody's really talked about making the transition or how it's going to take place.

(2-8) It's all tied into getting a decent curriculum and a massive in-service program to ensure that language learning is an integrated part of the curriculum.

(7-8) I'd like to see more emphasis and energy put into the understanding of how to integrate Core French second language experiences into the complete day. I think that that's the way we're going to have success with this so that it's moved out of the scheduling problems that seem to constrain it, and we wind up with situations where people solve their French problem by not teaching French and having an in-school specialist come in to do it for them. I think we need to move the French program into the whole day.

Teacher Training

(1-2) "If it goes ahead..., we're all faced with training a number of teachers in B.C. because they can only have so many specialists hired and so much planning."

(3-2) "Districts are already training their teachers or finding ways around training them and returning them to the school."

(9-2) "The idea of specialist teachers might be a good one, but I'm not sure that we have enough specialists to go around so that the whole area of training enough teachers to be specialists would be a difficult area."

(10-2) "It's not a couple of weekend workshops that's going to get them ready and away to deal with this problem."

(5-3) Teachers should be excellent in the language and should have some training in how to teach French and some awareness of the structure of French and English, assuming that English would be the primary native language, and that's not something we can always assume in B.C.. They should also have some training in the use of AV and computing equipment.

(7-3) for the most part, the Grade 5 teachers are coming to the program without any experience. We're faced with teaching a communicatively- and experientially-based program, and the challenge of meeting personal language needs of a large number of teachers.

(10-3) We need experts to teach teachers how to become good facilitators in language teaching. We need to have the personnel to direct the teachers on how to use the material and resources... how not to be intimidated by the fact that they are learning a language along with the students... a whole new way of thinking for B.C. teachers.

(10-5) All at once, we're changing the way of thinking of teachers and one of the biggest problems with that is that we haven't dealt with that at the University setting, so a lot of the teachers who are going into the schools have never heard of the National Core French Study, are not familiar with the 2000 philosophy, or block it because they don't understand it.

(8-6) With the Year 2000 as such a an open curriculum, you can use almost anything to get where you want to go, as long as you give those skills. But... it can't be based on curriculum; it has to be based on teachers - that's the pivotal point.

(10-6) I'm afraid there's only a couple of teachers who've been trained and are capable of swallowing Year 2000.

(1-7) We have to try to prepare so we can offer teachers of the Grade 5 curriculum conversation classes for the last 3 years after hours, and so on, to encourage them. I think more this year than last year are taking advantage of Summer Bursary programs. These conversation classes prepare people who are not yet teaching French, and only when they are ready and have some confidence would I say go ahead, because I don't want the teachers to be destroyed by these other children from other provinces and the immersion dropouts.

(9-8) We have to start making French an integral part of the methodology that teachers in elementary schools take.

(10-8) We're really going to have to change the whole training for teachers again to be facilitators, not educators - not the traditional teachers or educators.

Teacher/Student Attitudes

(9-2) "People who don't have the French language skills will be very reluctant to teach French at that level because of their lack of confidence in the area."

(8-2) "The problems in the implementation are that people don't feel qualified. This is a perception that maybe they could possibly teach grade 5 French, but don't feel confident to try to do the things a bilingual person might.

(9-2) "If the generalist teacher teaches it in the classroom, you'll have problems with attitude, with not teaching the right word or linguistically-incorrect language... It's almost better not to teach it if you're not going to teach it well."

(10-2) "The teachers are frustrated and they're ill-prepared."
DATA ANALYSIS, CONT.

(10-2) “You also have the problem of attitude in British Columbia and in most of Canada other than New Brunswick and Quebec, of course, which is that most Canadians don’t want to learn French and having to come to terms with the fact that we are a bilingual country... Learning French, with the problems in Quebec, doesn’t have the same importance that learning English does. In that respect, it is causing a lot of problems of motivation. To learn a language, one needs to be motivated. I think that could be worked on if there were proper programs available for the students.”

(4-3) You can kill the attitudinal part by an overly slavish attitude towards a prescribed program.

(6-4) Once the kids feel good about having done something, they’ll want to do more

(10-4) The government in B.C. did an important move and now all we have to do is convince the teachers just how important this is

(1-5) We have a lot of immersion dropouts and it makes it a bit more of a nerve-racking situation for the non-specialist

(1-5) This is creating a lot of stress for some teachers because then they’re too afraid to open their mouths and then if you have a specialist, they don’t have to worry about it

(1-5) It’s certain that the generalist doesn’t want immersion students in their classrooms

(4-5) As long as it remains something that specialists do, it will remain something that classroom teachers don’t have to take any ownership of; the classroom teacher’s attitude is reflected to the kids immediately: “We have to do this”, or “This is a really neat opportunity here and we’re going to play around with another language”

(5-5) The problem is that many educators are not even interested in results, or determining what the results are

(10-5) The whole concept of empowering students is very frightening to them... They are being told that they are facilitators now and that’s a whole different idea... It can be a lot more work for the teacher

(10-5) It’s hard for teachers to accept that they’ve been teaching in an archaic way

(10-6) Most teachers want the best for their students and if they were taught how they could possibly provide that, then they would be able to deal with that.

(1-7) These conversation classes prepare people who are not yet teaching French, and only when they are ready and have some confidence would I say go ahead, because I don’t want the teachers to be destroyed by these other children from other provinces and the immersion dropouts.

(2-7) I think we can expect students to have a positive attitude and want to continue in French 8 and reflect an attitude of enjoyment for the language where the teacher offers a well-balanced program that includes linguistic and oral development. They can have a simple interaction with topics that are relevant to their direct experience, i.e., home, classroom. I think they should understand more than they can speak, but the same kinds of things - conversations dealing with things they know and a desire to know more.

(4-7) I would like the kids to be able to have confidence that within the theme they have done in a classroom that they can take an inventory of what they know, and what they know how to say, and the kind of communicative situations that they can be semi-spontaneous, and that they have practiced.

(6-7) If teachers are willing to ride along with the kids and say, “look, we’re all learning this together, let’s enjoy it”, I think you’ll probably get some really good results with that kind of an attitude.

(8-7) I think, given a program such as Vive le français, generalist teachers can get through those two books, and as well, demonstrate and foster a positive attitude toward French. I don’t think that program lends itself to great enthusiasm, unless the teacher expands certain points of the program.

(1-8) Secondary teachers are totally disenchanted. They are sick and tired of the text books that are 20 years old.

Cultural Implications

(9-4) Having a more enlightened view of French-Canadians and the French is important

(10-4) To open the child’s mind to other languages and other cultures... We’re becoming a global community and the idea of learning at least another language and another culture is essential.

Teacher-developed Resources

(6-5) The last thing we want to say is “their unit is to be used in everybody else’s school; it probably will only be able to be used in their school; they’ll probably do a good job but they’ll also grow professionally and they’ll gain strength from being able to do it in the future

Critique of Questionnaire Design

(3-7) I find the focus on the generalist teacher in this question and the word ‘realistic’ gives a kind of minimalist aspect to the question. I would rather look at what are the possibilities. I would rather look at the more positive aspects of the situation in that we are going from nominally no French to some French, and rather than look at outcomes, I’d like to think of intentions rather than looking at “well, here’s a list of the minimum topics”, for instance, that should be covered by such a generalist teacher. So, I guess I’d like to see the question reworded.
APPENDIX G

EXPLORONS LA FRANCE MODULE
# Table des matières

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>2</td>
</tr>
<tr>
<td>Partie A</td>
<td>3</td>
</tr>
<tr>
<td>Partie B</td>
<td>6</td>
</tr>
<tr>
<td>Partie C</td>
<td>8</td>
</tr>
<tr>
<td>Partie D</td>
<td>11</td>
</tr>
<tr>
<td>Partie E</td>
<td>15</td>
</tr>
<tr>
<td>Partie F</td>
<td>18</td>
</tr>
<tr>
<td>Partie G</td>
<td>23</td>
</tr>
<tr>
<td>Partie H</td>
<td>26</td>
</tr>
<tr>
<td>Strategies for using:</td>
<td></td>
</tr>
<tr>
<td>picture card sets</td>
<td>29</td>
</tr>
<tr>
<td>videos</td>
<td>30</td>
</tr>
<tr>
<td>filmstrip/slide-tape sets</td>
<td>31</td>
</tr>
<tr>
<td>Resource List</td>
<td></td>
</tr>
<tr>
<td>CISC 'A'</td>
<td>32</td>
</tr>
<tr>
<td>CISC 'B'</td>
<td>35</td>
</tr>
</tbody>
</table>
Explorons la France

A Grade 6 Socials Studies/E.F.S.L. Integrated Unit

Several elements have been the catalyst for the production of this integrated unit. Among them have been the encouragement of integrating subject areas, the inclusion of French as a Second Language in the Humanities Strand and the mandating of French at the elementary level both locally and provincially.

What better way of dealing with the unit on France, found in the Grade 6 Socials Studies program, than by offering the opportunity to incorporate some aspects of the French Language. With that as a goal, the Social Studies/E.F.S.L. Integration Committee set to work.

This document is divided into three sections. Firstly, we have a series of eight ready-made lesson plans that are organized in such a way as to encourage teachers new to E.F.S.L. to incorporate some Social Studies integration strategies into their French classes. These lesson plans include lists of materials and vocabulary required. A cassette tape and slides needed to support certain lessons are provided. There are also suggestions for extension activities using the lessons as departure points.

For experienced E.F.S.L. teachers or for those wishing to utilize more open-ended activities, there is a section which provides strategies that encourage the use of videos, slide-tape kits and picture cards. These strategies facilitate the use of simple French in a communicative manner.

The final section is a list which notes what resources dealing with France are available at the Curriculum and Instructional Services Centre. This list of resources indicates where the items in question are found at C.I.S.C. "A" (Central Library) or at C.I.S.C. "B" (Resource Centre). In either case the materials are available for circulation during the year. Included will be titles that deal with French artists and artistic movements, writers and poets, scientists and those involved with gastronomy or the fashion world. These titles are listed to assist those teachers who may wish to employ some whole language strategies when integrating Social Studies and E.F.S.L. Both English and French books are listed.

Of special interest to teachers will be the modules that will circulate from C.I.S.C. "A" (Central Library). These would be ordered by the teacher for use during the period of time France was being studied. These modules contain large posters as well as large and small picture cards of France in class sets. These may be used as decoration for the classroom or in conjunction with some of the strategies outlined in section two of the document. - To order this module, request multimedia kit "Explorons la France" reference number 914.4 EXP.

Bonne chance et bon courage!

Committee Members

Ross Brennan
K.B. Woodward

Sharon Lindsay
Prince Charles Elementary

Bob Swansborough
C.I.S.C.
Lesson Plans

Notes to the teacher:

The following sections contains eight lessons called "Partie" each designed to take approximately 30 minutes. They are assigned letters A through H. The term "Partie" was chosen so as not to foster confusion about terminology employed in the commercial program Vive le Français and the North Vancouver Lesson Plans currently used in Surrey.

Needed materials and vocabulary are outlined at the beginning of each lesson. This includes items that require pre-teaching or preparation. Everything in the main lesson plan package is self-supporting. Any required masters are supplied after each lesson. The taped commentary and slide set required for certain lessons are included as well.

Each lesson is followed by some suggested extension activities. These may require some supplementary preparation according to suggested guidelines. Teachers may wish to refer to the resource list provided in this unit for information as to the location of some of the references in the extension activities sections.

Not all eight lessons need to be presented. Teachers may wish to integrate only one or two lessons which they believe to be best suited to the needs and interests of their students.

We applaud your interest in integrating Social Studies with Elementary French as a Second Language.

Mise en page:
Lucette Rodger
C.I.S.C.
Partie A -- Les villes de France

I. Introduction

This lesson is designed to introduce the geographical location of main French cities using simple French. Working with a map and a cassette tape, students will use listening comprehension skills to reinforce the alphabet, prepositions, c'est, voici and il y a. Students will be asked to predict and follow a taped commentary.

II. Materials

• Cassette tape commentary
• Map of France

Teachers are encouraged to have students make reference to page 303 in Exploring Our World.

III. Vocabulary (to pre-teach)

• le pays the country
• la principauté the principality
• la haute cuisine gourmet cooking
• la ville the city
• la carte the map
• à côté beside
• sur on
• voici here is
• il y a there is/are

• Cognates
  le port the port
  la Méditerranée the Mediterranean
  la région the region
  fameuse famous
  la porcelaine porcelain
  nord-est northeast

• The Alphabet

IV. Lesson

a. Situate the lesson by explaining to the students that they will hear a taped sequence dealing with French geography in general and French cities in particular.

Have the students brainstorm about the types of words they might hear. Invite suggestions about specific examples of words for the categories they indicate. Encourage students to use as much French as possible.

b. Supply each student with a map of France. Play the tape sequences that corresponds to Partie A. Have the students follow the instructions given on the tape. You may wish to rewind and repeat the sequence as necessary.

c. Have students discuss the list of words they brainstormed to compare it with the words they heard on the tape. Which words on their list had they not heard and why? Which words had they heard on the tape that were not on their list and why?

V. Extensions

a. Have the students work in pairs or in groups to formulate lists of cognates based on the information on their maps or from what they recalled of the tape sequence.
b. Have the students circulate with their lists to share information. Each time they come across a word from another student's list that is not on their own, they should add it to their list.

c. The teacher could then formulate another class list of cognates generated by the students. The teacher could add words that might have been missed.

**Tape Transcript**

Voici une carte de la France. C'est un des pays de l'Europe. Il y a beaucoup de villes importantes en France. Aujourd'hui, nous étudions douze villes principales.


Regardez à côté de Bordeaux. C'est #12 -- la ville de Limoges. C'est ici où on fabrique la fameuse porcelaine française.

Here is a map of France. It is a country in Europe. There are many important cities in France. Today, we are studying twelve main cities.

Find number 1, it's Paris. Write this word beside number 1. P-A-R-I-S.² Paris. It is the capital of France. It has a population of nine million.

Find city number 2. It's Lyon. Write this word beside number 2. L-Y-O-N.² Lyon is considered the centre of gourmet French cooking.

There are five large ports in France. These are Nantes, Marseille, Nice, St. Malo and Le Havre. Can you find them on the map? Marseille et Nice are on the Mediterranean Sea. St. Malo et Le Havre are on the English Channel. Nantes is on the Atlantic Ocean.

Look at number 5 beside Nice. Here is Monaco. Write the word beside the number 5. M-O-N-A-C-O.² It isn't really part of France. It is an independent principality.

Find number 6. It is on the Atlantic Ocean. It is the city of Bordeaux. Write the word beside the number 6. B-O-R-D-E-A-U-X.² Bordeaux. This region is famous for its wine.

Where is the number 7? It's a city north east of France. Have you found it? It's Strasbourg. Write the word beside the number 7. S-T-R-A-S-B-O-U-R-G.²

Find number 8. It's Rouen. Write the word beside the number 8. R-O-U-E-N.² It is the city where Joan of Arc died.

Look beside Bordeaux. It is number 12 -- the city of Limoges. It is here where the famous French porcelain is made.
Partie B -- Les voisins européens

I. Introduction

This lesson uses simple French to focus on the countries which neighbour France. Students continue to work with their maps of France and the accompanying cassette tape. Students use listening comprehension to reinforce compass points, prepositions and letters of the alphabet.

II. Materials

- Small cards each with the name of a neighbouring country of France.
- Cassette tape
- Completed map of France
- Teachers are encouraged to have students make reference to page 293 in Exploring Our World.

III. Vocabulary (to pre-teach)

Compass points

- *nord, ouest, sud, est.* (north, west, south, east)
- *le centre* (the center)
- *le voisin* (the neighbour)
- *entre* (between)
- *tous* (all)

IV. Lesson

a. Have students continue to work with their maps of France from Partie A. Listening to the first segment of tape from Partie B, students are introduced to the location of various neighbouring countries. This portion of the lesson is strictly a listening activity.

b. Following that activity, students will hear the neighbouring country names read along with an attached letter denotation. The students will be instructed to write the given letter beside the name of the country on their map.

c. Distribute a card, 1 per student, with the name of a country neighbouring France (see list page 7). Students will then circulate with the following conversation frame to converse with at least 3 fellow students.

Student A "Où se trouve ________ (country named on his/her card)

Student B "_________ se trouve (country named above) [au nord-est] de la France.

[à l'ouest]

[au sud-est, et al.]

Student A "Oui, c'est ça."

OR

"Non, c'est (au nord-est, et al) de la France."
V. **Extension**

Individually, in pairs, or in groups, students may be assigned a research project to be completed at the library.

- Which countries bordering France speak French?
  
  - Dans quels pays voisins de la France parle-t-on le français?

- Rank France and its bordering countries according to population.
  - Quel est l'ordre de la France et de ses voisins en tant que population?

- Rank France and its bordering countries according to surface territory (square miles/kilometers)
  - Quel est l'ordre de la France et de ses voisins en tant que superficie? (milles carrés/kilomètres carrés)

**Tape Transcript**

La France est située presque au centre de l'Europe. Alors elle a beaucoup de voisins. Est-ce que vous pouvez identifier ses voisins? Regardez la carte de la France et essayez de les trouver.

- Au nord il y a la Belgique et la Grande Bretagne.
- Au nord-est se trouvent le Luxembourg et l'Allemagne.
- À l'est, il y a la Suisse et au sud-est, il y a l'Italie.
- Au sud-ouest se trouve l'Espagne.
- Entre l'Espagne et la France il y a l'Andorre.
- Et au sud de la France, il y a aussi Monaco.

Avez-vous trouvé tous les voisins de la France? Mettez la lettre indiquée (a-i) à côté de chaque pays quand vous entendez le nom.

**Etes-vous prêts?**

1. la Suisse
2. l'Espagne
3. la Belgique
4. le Luxembourg
5. la Grande Bretagne
6. l'Italie
7. le Monaco
8. l'Allemagne
9. l'Andorre

Put the letter you hear in the space provided beside the name of the countries on your map.

Avez-vous trouvé les neuf voisins? Bravo!
Partie C -- La géographie de la France

I. Introduction

This lesson will highlight in simple French some geographical features of France. Through listening comprehension the students will be reinforcing prepositions, the alphabet and geometric shapes.

II. Materials

- Completed map of France used in previous lessons
- Cassette tape
- Teachers are encouraged to have students make reference to page 293 in Exploring Our World.

III. Vocabulary

- passe par
- une chaîne de montagnes
- la frontière
- un fleuve
- une rivière
- autre
- avant

IV. Lesson

Introduce the terms un cercle, un triangle, un rectangle and un carré (a square). Have students refer to their maps of France. Point out that the four geometric figures each represent a French river.

- Individually, in pairs or in groups, have the students predict the order in which the geometric figures will be discussed.
- Write out the various orders the students propose on the board, on the overhead or on chart paper.
- Play the tape and have the students follow the recorded instructions.
- Repeat the tape if necessary.
- Discuss which configuration prediction was correct, if any.
- Have the students refer to the map on page 293 of Exploring our World. Individually, in pairs or in groups have the students determine which of the rivers listed are "un fleuve" (runs to the sea) or "une rivière" (runs to a body of water other than the sea).
V. Extensions

a. Individually, or in groups, have the students work on the frame which follows. To complete, students refer to their maps.

Je m'appelle __________________________ (nom) ** ie. Raoul
Je suis de ___________________________ (ville). ie. Bordeaux
C'est une ville sur la _______________________ (fleuve). ie. Garonne
A côté de chez moi, il y a ___________________________ (montagnes, mers, ou voisins), ie. l'Océan Atlantique

** refer to page T29 of VLF teacher's guide
Students may present their frames to their groups or to the whole class.

b. Once the above frames are completed, students may circulate with questions to answer based on the frame in section a above. Students place a (/) beside the geographical words they hear in the answer for each category below.

Questions:        Quel est ton nom français?
                  D'où es-tu?
                  Où se trouve ta ville?

<table>
<thead>
<tr>
<th>Villes</th>
<th>Fleuves</th>
<th>Montagnes</th>
<th>Mers</th>
<th>Voisins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paris</td>
<td>La Seine</td>
<td>Les Alpes</td>
<td>L'océan Atlantique</td>
<td>la Suisse</td>
</tr>
<tr>
<td>Lyon</td>
<td>La Loire</td>
<td>Les Pyrénées</td>
<td>La mer Méditerranée</td>
<td>l'Espagne</td>
</tr>
<tr>
<td>Nantes</td>
<td>La Garonne</td>
<td></td>
<td>La Manche</td>
<td>la Belgique</td>
</tr>
<tr>
<td>Marseille</td>
<td>La Rhône</td>
<td></td>
<td></td>
<td>le Luxembourg</td>
</tr>
<tr>
<td>Nice</td>
<td>La Dordogne</td>
<td></td>
<td></td>
<td>la Grande Bretagne</td>
</tr>
<tr>
<td>St. Malo</td>
<td>La Saone</td>
<td></td>
<td></td>
<td>l'Italie</td>
</tr>
<tr>
<td>Le Havre</td>
<td>La Meuse</td>
<td></td>
<td></td>
<td>le Monaco</td>
</tr>
<tr>
<td>Monaco</td>
<td></td>
<td></td>
<td></td>
<td>l'Allemagne</td>
</tr>
<tr>
<td>Bordeaux</td>
<td></td>
<td></td>
<td></td>
<td>l'Andorre</td>
</tr>
<tr>
<td>Strasbourg</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rouen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. Students regroup to determine the most frequently mentioned city, river, etc. Add up the check points in each category to form a group total.

Cloze exercises

- Using the tape transcripts provided for Parties A-C, you may wish to incorporate some or all parts of those transcripts into a cloze exercise.
- Choose a portion of text and identify words to be omitted. Write out or type the text with the identified words missing.
- Play the tape and have the students write in the missing words when they hear the words. (Repeat the playing of the tape as required).
- Teachers may use this opportunity to focus on the vocabulary items they feel need extra reinforcement.
La géographie de la France est intéressante parce qu'il y a beaucoup de variété. On a la mer, les montagnes, les fleuves et les rivières.

Aujourd'hui, nous étudions quatre grands fleuves et deux chaînes de montagnes.


Maintenant trouvez la frontière qui sépare la France de la Suisse et de l'Italie. Cette chaîne de montagnes s'appelle les Alpes.


Le fleuve qui passe par Nantes s'appelle la Loire. C'est le carré. Écrivez le mot à côté du carré. L-O-I-R-E.²


Il y a d'autres fleuves et rivières en France, par exemple, la Dordogne, la Saone, et la Meuse. Les quatre sur vos cartes sont les plus importants.

The geography of France is interesting because there is a lot of variety. There is the sea, the mountains and rivers.

Today, we are studying four major rivers and two mountains ranges.

The first range is between France and Spain. Find the frontier. These are the Pyrenees.

Now find the border that separates France from Switzerland and Italy. This mountain range is called the Alps.

There are many rivers in France. Let's examine the four most important rivers. Find the circle. It represents the Seine. Write the word beside the circle. S-E-I-N-E.² The Seine runs through Paris, the capital of France.

The river that runs through Nantes is called the Loire. It is found beside the square. Write the word beside the square. L-O-I-R-E.²

Find the triangle. It represents the Garonne. Write the word beside the triangle. G-A-R-O-N-N-E.² This river runs through Bordeaux before entering the Atlantic Ocean.

Finally, there is a rectangle. Have you found it? It represents the Rhone. Write the word beside the rectangle. R-H-O-N-E.² This river runs through Marseille, a big port on the Mediterranean.

There are other rivers in France that run into the sea and those that run into other bodies of water; for example the Dordogne, the Saone, and the Meuse. The four on your maps are the most important.
Partie D -- La Cuisine Française

I. Introduction
A lesson to familiarize students with French foods.
Students will become familiar with parts of a meal: the appetizer, main dish and dessert.
Two activities are in this lesson and several extensions follow the lesson.

II. Materials
• Xerox copies of French food. (master attached)
• Review French foods, page 9, 22 Vive le Français 2
• Examine Exploring Our World, page 294, 295, 300, 301 and 305

III. Vocabulary (pre-teach)
• la baguette French Bread sticks
• le croissant Croissant
• l'escargot Snails
• le plat principal Main dish
• le dessert Dessert
• l'hors d'oeuvre Appetizer
• le café au lait Coffee with milk
• les cuisses de grenouilles Frog's legs
• le déjeuner Lunch
• le dîner Dinner Supper
• le petit déjeuner Breakfast
• un repas Meal

Review grocery words, page 9, 21, 22, Vive le Français 2.
• un oignon onion
• des pommes apples
• des bananes bananas
• l'orange orange
• une pomme de terre potato
• des tomates tomatoes
• le gâteau cake
• la tarte pie
• le thé tea
• la crème glacée ice cream
• un hamburger hamburger
• le lait milk
• un poulet chicken
• la salade salad
• le fromage cheese
• la soupe soup
• les carottes carrots
• la laitue lettuce
IV. Lesson

a. Pre-teach French food vocabulary.

b. Photocopy food pictures: On a blank sheet of paper have students divide their sheet into three columns. Label each column appetizer, main dish, and dessert.

Cut out food picture and paste them under the correct heading then write in the French word.

<table>
<thead>
<tr>
<th>Appetizer</th>
<th>Main Dish</th>
<th>Dessert</th>
</tr>
</thead>
<tbody>
<tr>
<td>des hors d'oeuvres</td>
<td>le plat principal</td>
<td>le dessert</td>
</tr>
</tbody>
</table>

c. Variation:

After cutting each food picture, teacher or student leader calls out a French food. Students try and locate the food and hold it up repeating the word and later placing it in the correct column.

d. A game of "Fish" can be played with 2 or more players. Give each group 2 copies of foods. Cut out the food pictures, glue on larger cards. Deal out 5 cards. Have a discard pile.

Each student takes a turn questioning the next person in French asking if they have a certain food.

When the student has a pair, he/she gains a point etc. The winner has the most pairs of food.

Questions et réponses

Est-ce qu'il y a du fromage?
Oui, il y a du fromage.
Non, il n'y a pas de fromage! Pêche! (go fish)

Est-ce qu'il y a du gâteau?
Oui, il y du gâteau.
Non, il n'y a pas de gâteau. Pêche! (go fish)

V. Extensions

a. Using simple French, students plan a complete meal. Déjeuner, dîner ou souper.

b. Using simple French, students plan all meals of the day.

c. Students locate or draw pictures of the meal they would desire and label each food in French.

d. Discuss "Fast Foods" - "la restauration rapide"

- le café    Coffee
- le hamburger    Hamburger
- les pommes de terre frites    French Fries
- le coca    Coke
- la moutarde    Mustard
- le lait frappé    Milkshake

e. Fill out questionnaire

Mes repas et moi    see page 14
Mes repas et moi
questionnaire

RENSEIGNEMENTS PERSONNELS:

Nom et prénom:__________________________________________________________

Nombre de personnes dans la famille:________________________________________

Origine (anglaise, française...):____________________________________________

MES REPAS

Je mange______ fois par jour

Le matin, je mange à ______________ heures, le soir, à ______________ heures

Mon repas favori, c'est_______________________________________________________

   parce que_______________________________________________________________

UNE JOURNEE DE MA VIE

Ce que je mange pour:

Mon déjeuner (petit déjeuner en France):

________________________________________________________________________

________________________________________________________________________

Mon dîner (déjeuner en France):

________________________________________________________________________

________________________________________________________________________

Mon souper (dîner en France):

________________________________________________________________________

________________________________________________________________________

Qu'est-ce qu'on mange en France, penses-tu?

________________________________________________________________________

________________________________________________________________________
Partie E -- La boulangerie française

Introduction
This is a lesson designed to introduce the student to both French baked goods, and to a day in the life of a French baker. It is in the form of a slide/tape presentation. Students will be asked to predict and follow a taped dialogue, as well as completing a food sheet, with pictures of various bakery items.

Materials
- Included slides (1 set)
- Cassette tape with dialogue
- Slide-tape verification sheet (class set)
- Overhead or blackboard for brainstorming

Vocabulary (to pre-teach)
- Le boulanger The Baker
- La tarte Pie
- La baguette French Loaf
- Préparer To prepare
- Le biscuit Cookie
- Le petit pain Bun
- Rouler To roll
- Faire To make

Lesson
1. Teacher and students brainstorm for dessert ideas/favorite desserts -- quel desserts?
2. Where do we find these desserts? -- ou?
3. In France, the bakery (la boulangerie) is
   - small, family owned -- petite
   - a regular habit -- chaque matin
   - run by baker -- boulanger
4. Hand out food sheets
   - to be matched up -- trouver "croissant" sur la feuille
   - listen for word and picture
5. Introduce title at the bakery -- chez le boulanger
6. What will we see there? (brainstorm)
7. Three stages -- use simple French where possible
   - Play slide-tape presentation through without pause
     Q -- How many predictions from #6 are correct?
   - Replay slide-tape presentation through with pauses
     Q -- Are questions asked on the slide-tape presentation understood?
     Q -- Vocabulary reinforced?
   - Replay slide-tape presentation through for cognates
     Q -- List words that sound like English.
     Q -- Same meaning in French?

*** It is important to note that it is not necessary to run through all of the stages. It is only done for further reinforcement. ***

Extension Activities
Use Exploring Our World, pp 334-340, to examine further the daily life of
- Fishermen -- les pêcheurs
- Farmers -- les fermiers
- Business people -- les gens d'affaires
**Dialogue**

*Numbers in the French section refer to the numbered slide sets.*

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Je commence mon travail à trois heures le matin. Venez avec moi pour une visite guidée de ma boulangerie. Répétez <em>boulangerie</em>.</td>
<td>I start work at 3:00 in the morning. Come with me to have a guided tour of my bakery. Repeat: <em>boulangerie</em>.</td>
</tr>
<tr>
<td>2. Voici une machine pour préparer les petits pains. Trouvez <em>petit pain</em> sur la feuille.</td>
<td>Here is a machine to prepare buns. Find <em>bun</em> on the paper.</td>
</tr>
<tr>
<td>3. Voici le four. Trouvez le four sur la feuille. Le four est très chaud.</td>
<td>Here is the oven. Find the oven on the paper. The oven is very hot.</td>
</tr>
<tr>
<td>4. Ici, j'ai une tarte avec de la crème. C'est samedi et je travaille beaucoup. Où est <em>la tarte</em> sur la page.</td>
<td>Here, I have a pie with cream on it. It is Saturday and I work a lot. Where is <em>the pie</em> on the paper.</td>
</tr>
<tr>
<td>5. Qu'est-ce que j'ai ici? Oui, j'ai les petits biscuits. Trouvez <em>biscuits</em> sur la page. Je porte les shorts et un T-shirt parce qu'il fait chaud. Il fait 23 degrés. C'est l'été.</td>
<td>What do I have here? Yes, I have small cookies. Find <em>cookies</em> on the paper. I wear shorts and a T-shirt because it's hot. It is 23 degrees. It is summer.</td>
</tr>
<tr>
<td>6. Ici, je prépare les croissants. Trouvez <em>les croissants</em> sur la page. Il y a quatre parties dans la préparation d'un croissant.</td>
<td>Here, I am preparing croissants. Find <em>croissants</em> on the paper. There are four steps in the preparation of a croissant.</td>
</tr>
<tr>
<td>• Je prépare la pâte dans une machine. Maintenant la pâte est mince. Répétez mince.</td>
<td>• I prepare the dough in a machine. Now the dough is thin. Repeat thin.</td>
</tr>
<tr>
<td>7. • Ici, je coupe les croissants en triangles. Je fais trente croissants ici.</td>
<td>• Here, I cut the croissants in triangles. I am making 30 croissants here.</td>
</tr>
<tr>
<td>8. • Ici, je roule les croissants. Combien de croissants est-ce que j'ai déjà roulé? Oui, j'ai déjà roulé cinq croissants.</td>
<td>• Here, I roll the croissants. How many croissants have I already rolled? Yes, I have already rolled five croissants.</td>
</tr>
<tr>
<td>9 • Ici, on prépare les croissants pour le four.</td>
<td>• Here, we prepare the croissants for the oven.</td>
</tr>
<tr>
<td>C'est maintenant dix heures samedi matin. J'ai fini mon travail. Quelle heure est-il?</td>
<td>It's now 10:00 on Saturday morning. I have finished my work. What time is it?</td>
</tr>
<tr>
<td>10. Voici les pains que j'ai fait aujourd'hui. J'ai faim! Au revoir!</td>
<td>See here the bread that I made today. I'm hungry! Good-Bye!</td>
</tr>
</tbody>
</table>
Feuille de vérification

Mettez un √ à côté de l'image convenable. Suivez les indications sur la cassette.

Put a √ beside the correct picture. Follow the directions heard on the cassette.
Partie F -- Un restaurant français

Introduction
This is a lesson designed to introduce students to the main components of a menu as well as to introduce the role of the service industry in France. It is in the form of a "fill in the blanks" menu.

Materials
• French menu (1 Teacher copy)
• Menu Sheet (Class set)
• Food visuals (1 Copy) see partie D p.13

Vocabulary (pre-teach)
• Le plat principal
  The main meal
• Les hors d'oeuvres
  The appetizers
• Le boisson
  The drink
• Le serveur
  The waiter
• La serveuse
  The waitress
• Le client
  The customer (male)
• La cliente
  The customer (female)
• Le menu
  The menu
• L'addition
  The bill

Lesson
• Restaurants play an important role in French daily life -- Le role
• Most restaurants are family run (few franchises) -- La famille.
• Important to know how to order in a French restaurant
• Show examples of French menus (5 francs to the dollar)
• Break down one example using menu provided (où est le dessert, etc.)
• Distribute sheet one (Le menu)
• Show examples of a completed sheet prepared by the teacher.
• Students fill in three food sections. (Les hors d'oeuvres, le plat principal, un dessert).
Hors d'oeuvres

Nom

1.

2.

3.

Plat Principal

Nom

1.

2.

3.

Les Desserts

Nom

1.

2.

3.

Les Boissons

Nom

1.

2.

3.

4.
La Marmite du Roi - The King's Cauldron
La Gare - Railway station

un céleri remoulade - Celery root in a mustard mayonnaise
des crudités - Raw (often shredded) vegetables with dressing
une salade - Cucumber salad
de concombres - Cucumber salad
un potage - Soup
un oeuf mayonnaise - Hard boiled egg slices with mayonnaise
(sounds awful but it's delicious)

un jambon - Ham
une truite - Trout
un ragoût de boeuf - Beef stew
une côtelette de veau - Veal cutlet
un plat garni de - served with peas and French fries
petits pois et de frites

une glace - Ice cream
une crème glacée - Pastry, also means pastry shop
une pâtisserie - Pastry, also means pastry shop

au choix - choice of

Demandez et Dégustez - Ask for and try

la boisson et le service - Beverage et tip included / not included
compris / non compris

Demandez la carte - Ask to see the wine list
des vins

un demi litre - half litre
une demie bouteille - half bottle
un pichet - pitcher, small carafe usually half litre
BAR - RESTAURANT

La Marmite du Roi

MENU

le 22 mai

DEJEUNER À 80 Frs.

Céleri remoulade
Crudités
Salade de concombres

Ragoût de boeuf
Côtelette de veau
Steak aux fines herbes
(Plats garnis de petits pois et de frites)

Fromage

Fruit ou glace

BOISSON ET SERVICE NON COMPRIS

Demandez et Dégustez les Bananes Flambées au RHUM.
RESTAURANT DE LA GARE
rue Charles de Gaulle
LIMOGES

MENU
prix fixe - 97 francs
boisson et service compris

un demi litre de vin rouge, blanc ou rosé
une bouteille de bière
une bouteille d'eau minérale

AU CHOIX

UN HORS D'OEUVRE
salade de tomates
potage
œuf mayonnaise

AU CHOIX

UN PLAT
bifteck et pommes frites
omelette au jambon
boeuf bourguignon
truite grillée
(tous nos plats sont garnis)

AU CHOIX

UN DESSERT
un fromage, un fruit,
une glace, ou une pâtisserie

DEMANDEZ LA CARTe DES VINS
Partie G -- Allons au restaurant

Introduction
This lesson builds on Partie F, enabling the students to use their own menus as a basis for dialogue between a waiter and a customer. It consists of a dialogue frame with an order pad and the student's individual menus.

Materials
- Order sheets (Class set) - sheet 2 - L'addition
- Dialogue sheet (Class set) - sheet 3 - Le dialogue
- Food cards (For review) (see Partie D) p. 13

Vocabulary
- Review previous vocabulary (Partie F)
- Un franc French Franc (Money)

Lesson
- Review vocabulary -- Sais-tu le mot pour ...
- Introduce dialogue -- Répétez s'il vous plaît.
- Take one student's example and present -- Je suis le client
- Students exchange menus & practice -- échange et pratique
- Presentation of dialogues.

Extension Activities
- Bring French food items and have a restaurant.
- Have student design Canadian menus
- Make fancy, full sized menus for art.
- Examine other parts of the service industry
- Take other restaurant roles
  * le barman
  * le chef
  * le maître d'
Sheet 2 -- L'addition

Hors d'oeuvres

1. Prix (francs)
2. Prix (francs)

Plat Principal

1. Prix (francs)
2. Prix (francs)

Les Desserts

1. Prix (francs)
2. Prix (francs)

Les Boissons

1. Prix (francs)
2. Prix (francs)

Total

171

24
Sheet 3 -- Le dialogue

Serveur  Bonjour, bienvenue "Chez __________." Ça va?

Client  Merci, __________________

Serveur  Est-ce que vous êtes prêt à commander?

Client  Oui, comme hors d'oeuvres, je voudrais ___________.
   Ça coute __________ francs.

Serveur  Très bien ______________. (Monsieur/Mademoiselle)

Client  Comme plat principal, je voudrais ________________.
   Ça coute __________ francs.

Serveur  Bon choix ___________. ((M., Mlle) Et pour le dessert?

Client  Pour le dessert, je voudrais ________________. Ça coûte 
   __________ francs. Comme boisson, je voudrais ________.
   Ça coûte __________ francs.

Serveur  Merci beaucoup. En total, ça coûte __________ francs.

Client  Merci beaucoup. Au revoir.
Partie H -- France: Les vêtements (clothing)

I. Introduction
A lesson to introduce clothing items that are traditional, urban or haute couture.
Colours will be reviewed during this lesson.

II. Materials
• French clothing visual (master attached)

III. Vocabulary (pre-teach)
• un pantalon
• la blouse
• la chemise
• les jeans
• la haute couture
• le beret
• la jupe noire
• le manteau bleu
• le tablier bleu
• la robe noire

Colour words review. Alphabet review.

IV. Lesson (Pre-teach French clothing vocabulary)
Photocopy the people picture and instruct the students to follow the directions.

Instructions
Have the students write down the word on their paper as the teacher says and spells the word in French.
Each student will label their diagram with the appropriate word and colour it correctly afterwards.

Ecrivez les mots sur la feuille.
1. un pantalon bleu  blue pants
2. la robe noire the black dress
3. la blouse noire the black blouse
4. le beret the beret
5. le tablier bleu the blue apron
6. le manteau bleu the blue jacket
7. la jupe noire the black skirt

Ensuite, coloriez les images.
V. Extensions:

Regardez des revues pour les exemples de vêtements chics ou de haute couture.

Vous êtes couturiers. Commencez une nouvelle direction de mode. Dans les images, dessinez un chapeau violet, une cape jaune et une robe bleue.

Dessinez les vêtements pour les adolescents avec les jeans, la chemise verte ou la blouse rouge.

Découpez les photos de la haute couture de plusieurs revues et créez un livret qui démontre une variété de vêtements et indiquez les mots français de ces articles.

Jeu: Divisez les étudiants en 2 groupes et envoyez-les en arrière de la salle de classe. Devant la classe, arrangez 2 piles de vêtements. Il faut un mannequin pour chaque groupe. L'enseignant appelle le nom d'un item -- un étudiant de chaque groupe court vers la pile de vêtements -- trouve l'article et habille le mannequin.

Continuez jusqu'au temps quand il ne reste plus de vêtements. Chaque fois un étudiant trouve un item en premier, sa groupe reçoit un point.

Look at magazines to find examples of chic clothes or high fashion.

As a fashion designer, design your own haute couture and begin a new trend. In your picture, have a purple hat, a yellow cape and a blue dress.

Draw and label teenage clothing. (see page 306, Exploring Our World) with blue jeans, a green shirt or a red blouse.

Cut out pictures of high fashion from various magazines and create a booklet of the various clothes and label the clothes in French.

Game: Divide students into 2 groups at the back of the classroom. Have two piles of various clothing items at the front of the classroom. Two dummy-figures are required. Teacher calls out the name of an item -- one student from each group runs to pile -- locates it and dresses a dummy-figure.

Continue until the pile of clothes is depleted. Every time a student locates an item of clothing first, his/her group receives one point.
Ecrivez les mots sur la feuille.

Ensuite, coloriez les images!

**************************
Strategies for Using Picture Card Sets

Large and small picture cards, as well as a series of posters are available in kit form and circulate from Central Library. These "Explorons La France" kits have 914.4 EXP as the reference number.

1. Cooperative Activity

The task before the group would be two-fold. Firstly to describe what their picture is. i.e. the Eiffel Tower; a small French village, etc. Next, the group would need to identify as many aspects found in the picture as possible.

- One person may be responsible for naming all the colours.
- Another for the identification of the shapes
- And yet another for the naming of categories of objects.
- One member would encourage the use of French.

After compiling their individual work, the group would then identify its picture and present its finding to the class a whole.

2. Trouvez une photo avec ...

In this activity, the teacher would distribute a picture card to individuals, pairs or groups of students. Allowing the students a minute or two to study the picture; the teacher would then ask questions in French. "Qui a une photo d'une voiture?"

It can be further narrowed down if there are several respondents. "Qui a une photo d'une voiture rouge?"

Using this means, the teacher may reinforce and review any given type of vocabulary while capitalizing on pictures of France. This may be particularly useful if one were wishing to use vocabulary about buildings.

3. Picture Grouping

For this activity, one can use either large or small picture cards of France. Individually, in pairs or in groups, the students would be asked to group the cards before them. The teacher might want to be fairly structured in the instructions and suggest the types of grouping.

- In chronological order. Which object is older? "l'objet le plus ancien"
- Grouping could be done according to categories. "Les photos des villes, des châteaux ou des animaux."
- The grouping could be done according to similarities or differences.

Those teachers wishing to have a more open-ended activity might want to have the student come up with their own grouping ideas. They may have to explain their reasoning in English but could be encouraged to use as many French words as they are able.

4. Research Assignment

The photos, particularly if they are of readily identifiable scenes, may be used as a basis for a research assignment.

- Cooperative planning may be undertaken with the librarian at your school in order to assure a good supply of needed reference material.
- Students would be encouraged to use as much French as they could in presenting their project to the class once the research and compilation aspects have been terminated.
- The photo could then be used as a focal point of the students' oral reports.

N.B. The pictures in the set might be a useful visual support for any assignments or suggested activities proposed in the Grade 6 text Exploring Our World.
Strategies for Using Videos

Teachers are encouraged to exploit the variety of videos available, particularly those originally destined for a French Immersion audience. Using the strategies outlined below will not only increase the scope of resources at one's disposal but will permit a new and interesting means of introducing and reinforcing vocabulary.

Scene Setting

- Tell students what type of video they are about to see. i.e. Documentary, travelogue, et al. Have them think about some characteristics of that type of video. This will be done in English with some simple French if possible.

Context

- Give the students the name of the video they are about to see. Present a very brief summary of the video.

Anticipation

- Solicit in English, the things the students expect to see or hear in the video. Note them on chart paper, on an overhead screen or on the chalkboard. Supply the French equivalents for those words. This could become a dictionary activity. If you yourself are unsure of the words, explain that this will be a learning experience for you as well as for the class.

Verification

- After the first screening of the video, revisit the list of words generated during the anticipation segment. Check off the words heard during the screening. Congratulate the class on their global comprehension skills using a French video.

Focussed Listening

- Select a detail discussed in the video. Have the students listen for it during the video's second showing. It could be a person's name, an address or a phone number. The difficulty level of this task is adaptable according to the level and experience of your class. Individualization would be appropriate here by assigning different tasks (details) to particular students, pairs or groups.
Strategies for Using Filmstrips or Slide-Tape Sets

Discussion will focus around two areas. Filmstrips or slide-sets with an English commentary or those with a French commentary.

**English Commentary**

- Play the tape with English commentary then exploit the visual images in French in terms of shapes, colours or objects.
- Use as a means to situate subsequent lessons or as an anticipatory set to gauge what the students already know about a particular subject.
- Reinforce vocabulary: "What did you see?" "How would you say that in French?"

**French Commentary**

Individually, in pairs or in groups:

- Have the students listen for cognates of false friends (Reverse cognates)
- Have students note specific types of vocabulary used during the commentary.
- Have students identify the number of times a given word(s) was (were) used during the commentary.
- Distribute flashcards with vocabulary words on them. Have the students raise their cards when that particular item is being used in the commentary.
- Encourage simple French. "When did you hear the word 'rouge'?"
- Refer to strategies outlined for using picture cards. There are modifications possible that apply to filmstrips and slide-sets.
RESOURCE LIST

The following titles are available to Surrey teachers. They circulate either from CISC "A" (Central Library) or CISC. "B" (main floor of the Resource Centre).

C.I.S.C. "A"

FRANCE
FAMILY IN FRANCE, A  BK914.4JAC
FRANCE  BK914.4BEM
FRANCE  BK914.4BIB
FRANCE  FS914.4FRA
MODERN FRANCE  FS914.4MOD
RHONE VALLEY IN FRANCE  FS914.4RHO
VITRAIL DE VALERIE, LE  ZV914.4VIT
WE VISIT PARIS  FS914.4WEV

FRANCE - COLONIES
FRENCH COLONIES, THE  FS970.FRE

FRANCE - DESCRIPTION AND TRAVEL
FOCUS ON FRANCE  BK914.4WRI
FRANCE  PI914.4FRA
FRANCE AND MONACO  KT914.4FRA
FRANCOSCOPIE; Les français  ZB944.MER
Qui sont-ils/ Où vont-ils?
LET'S VISIT FRANCE  BK914.4NEW
LIVING IN PARIS  BK914.436BAR
TAKE A TRIP TO FRANCE  BK914.4RUT
VOYAGE EN FRANCE  ZK914.4VOY
### FRANCE - FICTION

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### FRANCE - HISTORY

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### FRANCE - HISTORY - 1789-1799 (REVOLUTION)

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34
Sights and Treasures of France,
J.A. Haessler

6 filmstrips and tapes (commentary available in English and French).

La France - Culture 8e année
Resource Book

A resource book written in French for the Grade 8 level. May be of interest to those seeking additional extension activities.

Paris Je t'aime
EAV kit 2nd Edition

A filmstrip with English commentary on cassette.

Let's visit France
EAV KIT 2nd Edition

A filmstrip with cassette commentary available in both English and French.

Picture Books

Versailles
Promenades à Paris
Longman series of readers
(Advanced)

Voyage à Paris
Voyage en Normandie
Voyage en Provence
Voyage en Aquitaine

Multiple copies available for those teachers interested in exploiting these books using whole language strategies.

Passport to France
EMC corp. Kit

Five filmstrips and cassettes plus a teacher guide and supplementary materials including word searches, et al.

Métro de Paris
Kit

Filmstrip with accompanying visuals. An adaptation of materials found in the Idea Box.

BCTF French Song Kits

Song lyrics and an accompanying cassette.

Je Chante
Les Editions Pheonix

Lyrics to 580 French songs. Also contains the French lyrics for many popular English songs.
Noël
EAV kit

A twelve year old boy describes his Christmas in Paris
Taped commentary in French.

Histoire de France
Longman French Pack

Multiple copies available for those teachers interested
in exploiting these books using whole language strategies.

La France
Gisèle Wiens

A resource book which includes activities of varying
degrees of difficulty. Suggested activities would be of
interest to teachers wanting to explore extension activities.
APPENDIX H

YEAR 2000: A FRAMEWORK FOR LEARNING:

AN OVERVIEW
INTRODUCTION

Purpose and Organization of the Paper

This paper sets forth the policy of the Ministry of Education regarding the organization of educational service for students. It is also intended to provide guidance to school and district personnel as they carry out their responsibilities to interpret and implement provincial guidelines, and as they develop local policies and programs for the delivery of educational service to children. The central aim of both provincial and local policies and programs is to enable learners in the school system to be the best they can be, both as individuals and as contributing members of society and the economy.

Although the paper deals with broad policy and program topics, it is not an implementation plan, nor does it attempt to present details of programs, or of suggested teaching approaches. Information about those matters is included in successive Working Plans, and in various Ministry of Education program documents.

The paper consists of five sections. The first section provides background information about the findings of the 1988 Sullivan Royal Commission on Education and about the Mandate and Policy Directions for the school system announced by the Minister of Education in January, 1989. The second section outlines key principles about the nature of learning, and about the implications of these principles for educational programs. The third section presents the Framework for Learning and describes the general features of the new provincial programs. The fourth section presents descriptions of the new Primary, Intermediate, and Graduation Programs. The fifth section is a brief summary of the paper.

Background

This paper takes into account the views expressed by educators, trustees, parents, and others who responded in large numbers to the first version of the paper, which was given wide circulation as a discussion document in September, 1989. The policies, including the Framework for Learning described in the paper, have their foundation in the Mandate and Policy Directions for the school system, and in the new School Act, which came into force on September 1, 1989. The Mandate, Policy Directions, and School Act, in turn, reflect the government's commitment to implementing the great majority of the recommendations contained in the report of the Sullivan Royal Commission on Education, which was released in August, 1988.
The Royal Commission on Education headed by the late Barry Sullivan, Q.C., conducted an extensive study of the British Columbia school system between March, 1987 and July, 1988. The Commission's report, A Legacy for Learners, contains 83 recommendations dealing with a wide range of topics, including the areas of curriculum and assessment.

Social and Economic Change:

In providing the context for its recommendations, the Commission documented and confirmed the dramatic social and economic changes that have taken place in British Columbia over the past 20 years. These changes have placed new demands upon, and created new expectations for, our schools.

These changes include an explosion in knowledge, coupled with powerful new communication and information processing technologies. The structure of the economy is shifting from being primarily resource-based to becoming a mixed economy with increasing emphasis on the information and service sectors. Society itself is changing and becoming much more diverse. An increasing variety of ethnic groups is represented, family structures are changing, the role of women in society is being redefined, and the age structure of the population is altering as older citizens make up an increasing percentage of society.

In view of the new social and economic realities, all students, regardless of their immediate plans following school, will need to develop a flexibility and versatility undreamed of by previous generations. Increasingly, they will need to be able to employ critical and creative thinking skills to solve problems and make decisions, to be technologically literate as well as literate in the traditional sense, and to be good communicators. Equally, they will need to have well developed interpersonal skills and be able to work co-operatively with others. Finally, they will need to be lifelong learners.

Teachers have always worked to prepare students for the future and the Commission emphasized teachers' dedication to this task. The renewed challenge for the school system is to provide programs that will help students develop these vital skills and attitudes, presented in such a way that all students will want to participate and learn.

Serving the Needs of All Students:

The Commission found that the school system served the students who intend to go on to post-secondary education at colleges or universities very well. However, the Commission noted that the majority of students do not plan to attend post-secondary institutions, and for these individuals in their secondary years there is an "apparent failure...to offer a non-university preparation program that is valuable in its own right and not simply a second-best alternative..." The Commission also underscored the "disturbingly high" dropout rate, and concluded that "one solution to these problems is to create relevant alternative programs of good quality to attract non-academic students, including those who might otherwise leave school early".

To some extent, the seeds of the dropout problem may be sown in the elementary years, when students are establishing their individual and cultural identities, and critically important attitudes and skills are being developed. In addition to the dropout problem, a proportion of older students demonstrates a lack of interest and engagement with school learning activities. Some of these problems can also be traced back to the elementary years. A variety of factors contributes to these problems, including the student's home situation, economic factors, and the emotional changes that accompany adolescence. Another factor may be a perceived lack of relevance in the curriculum, particularly at the secondary level.
Addressing these problems means more than providing a range of alternative programs in the secondary years. As the Commission stated, “self-esteem must be nurtured” throughout all the years of schooling. Parents and teachers need to do an even better job of helping children to develop a positive self-concept, so that they can have a greater chance to realize their potential.

Need for a Statement of Mandate:

In order to deliver effective educational programs to the young people of the province, it is essential that all participants in the school system have a clear understanding of their roles and of the goals for the system. The Commission recommended that a statement of “mandate” for the system should be created, in order to clarify these matters of direction and process.

Mandate and Policy Directions for the School System

Government response to the recommendations of the Sullivan Royal Commission is presented in A Mandate for the School System and in Policy Directions, and is given legislative form in the School Act.

Mission:

A Mandate for the School System introduces the Mission Statement:

**MISSION OF THE SCHOOL SYSTEM**

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

Educated Citizen:

A healthy society and a prosperous and sustainable economy are achievable when “educated citizens”, striving to be the best they can be, are

- thoughtful, able to learn and to think critically, and to communicate information from a broad knowledge base (in order to be able to solve problems efficiently and effectively);

- creative, flexible, self-motivated and possessing a positive self image (in order to be able to make choices confidently and to take advantage of opportunities as they arise);

- capable of making independent decisions (in order to participate fully in society’s democratic institutions);

- skilled and able to contribute to society generally, including the world of work (in order to help support the society and economy);

- productive, able to gain satisfaction through achievement and to strive for physical well being (in order to make a contribution to the well being of society while pursuing personal objectives);

- co-operative, principled and respectful of others regardless of differences (in order to foster the aims of a healthy society);
French and Other Language Programs

French as a Second Language will be a mandated part of the second through fifth years of the Intermediate Program and an elective part of the balance of the Program. A Board may approve an alternative language to French where linguistic, ethnic, or cultural factors warrant it, as in a school with a significant Native enrolment, and may develop a policy of exemption from the study of French for special needs students such as those enrolled in ESL, hearing impaired, or other such programs.

As described in page 18 of this paper, Programme Cadre de Francais shall be offered where numbers warrant and French Immersion programs may also be provided.

Assessment and Evaluation Methods

As in the Primary Program, teachers in the Intermediate Program will utilize a variety of assessment methods in order to gather evidence of what learners can do and to set future learning goals. Assessment will provide information for instructional decision making and program planning and will provide feedback to learners in such a way as to support and develop the learners’ self-assessment ability. Continuous learning is an important concept throughout the Intermediate Program.

Teachers will be able to use the learning descriptors provided in Intermediate Program documents to help them interpret their observations of a student’s learning in terms of expectations for learning development. They may choose to organize their records about learners’ development in the form of individual learner profiles (see page 19). It is expected that for each learner a collection of sample work will be maintained, to include especially any work which provides evidence for the types of learning identified in the learning descriptors.

Communicating with Parents and Guardians

As in the Primary Program, teachers in the Intermediate Program are expected to communicate with parents and guardians both formally and informally regarding learner progress.

Reports will provide information about the progress of students' learning in relation to the goals of the Intermediate Program and to the widely held expectations about knowledge, skills, and attitudes that are reflected in the Program's learning descriptors.

When teachers meet with parents and guardians, they will be able to use samples of the student's own work to demonstrate the basis for the judgments that have been made about learning development, and about areas where different approaches may be needed. Teachers will want to discuss the different types of work indicated in the learning descriptors, and where appropriate, they will want to provide examples.

Schools may choose to report in anecdotal form to parents and guardians about student progress in relation to the learning descriptors, or in relation to subject or strand objectives, or some combination of the two. Schools may include letter grades in reports but reporting should only make use of grades (e.g., A, B, C,...) if the grades indicate what the student can do in relation to the learning descriptors and/or objectives of the program.
APPENDIX I

THE INTERMEDIATE PROGRAM FOUNDATIONS:

CURRICULUM INTEGRATION
Encouraging Curricular Integration

Curricular integration—the drawing of meaningful connections among various components of the intended curriculum—is another important consideration in planning. Terminology abounds, and the best means of promoting curricular integration has been the subject of much debate. In the Intermediate Program, two types of curricular integration are encouraged: integration of content and integration of skills. Each of these can occur within and among subjects. The rationale for increasing the extent of content integration is to assist students in making sense of the many complex, interrelated dimensions of our world that cannot be adequately understood from a narrowly specialized perspective. A further related reason for integrating content is to counteract the commonly-held perception of many students that school subjects are arbitrary and fragmented divisions. The value of integrating skills lies in enhancing students’ ability to apply competencies acquired in one context to other appropriate contexts.

It must be emphasized that integration simply for the sake of drawing arbitrary connections within and among subjects is not warranted educationally. Clustering various subjects within a loosely identified theme may do little to advance students’ ability to apply skills or to deepen their understanding of the world. It is important, therefore, to understand the concept and forms of integration as well as the rationale. The appropriateness of encouraging curricular integration, the best strategies to use in encouraging curricular integration, and the degree to which skills or content are to be integrated are matters for teachers’ professional judgment. In making decisions about curricular integration, teachers will need to take account of a variety of factors including their own expertise, the availability of resources, and students’ abilities, interests, and backgrounds.

The kind of integration we should strive for is [...] the making of educationally meaningful connections as they arise during the study of selected content.

—Court, D., 1991, p. 8
Integration within a subject implies that what is learned is learned in a more expanded context. Students are encouraged to see how particular aspects of a subject relate to the subject as a whole and to further their understanding of what gives meaning to a subject. In addition, integrating what students learn throughout the course of a given year, and from one year to the next, promotes deeper understanding of and competence in the subject. Accordingly, teachers can avoid isolating skills or concepts as discrete entities by providing opportunities for students to make meaningful connections within a given subject.

[These experiences provide an opportunity for a more relevant, less fragmented, and stimulating experience for students. When properly designed and when criteria for excellence are met, then students break with a traditional view of knowledge and begin to actively foster a range of perspectives that will serve them in the larger world. —Jacobs, H.H., 1989, p.10

Multidisciplinary study—integration across subject areas—can take many forms. A teacher (or a team of teachers) may select projects, issues, concepts, or topics that unify a particular subject, or “cut across” the traditional subject boundaries. For example, a theme such as “The Lives and Times of Discoverers” may involve students in researching and reporting on information from the sciences, mathematics, and humanities. Their study will likely bring them to consider the impact of discoveries in several areas of knowledge. As well as learning about individual discoverers and their discoveries, students may learn to organize and present their findings through graphic, written, and oral representations.

In the later years of the Intermediate Program, two or more teachers may investigate the possibilities for joint study of a concept such as “Form and Function.” The relationship between the function of an object or work and the form it takes can provide the stimulus for planning learning opportunities in subjects as varied as literature, visual and performing art, biology, and physics. While each teacher may be working separately, there is a shared focus, and students are provided with opportunities to see how treatment of a single topic will differ among subjects. They can explore this distinctness and may also discover connections and commonalities between and among disciplines.
Opportunities for collaborative work in multidisciplinary teams offer students and teachers a number of advantages. Teachers can share resources and approaches, experiences and expertise, build a more stable and supportive learning environment, and develop complementary instructional strategies and common operational procedures. Redundancy within the curriculum can be reduced, thus maximizing opportunities for in-depth study.
Curriculum Intentions

1. The learner will have opportunities to communicate in French in situations that are personally meaningful.

2. The learner will have opportunities to value using French as an alternate means of communication and self-expression.

3. The learner will have opportunities to gain confidence in his or her abilities as a learner and as a user of the French language.

4. The learner will have opportunities to develop understanding and appreciation of other cultures and to expand the vision of his or her own culture.

5. The learner will have opportunities to explore issues and interests using French as the medium of expression.
Implications for Planning

Learning opportunities should be designed to help learners

- develop communicative skills that enable authentic language experience to take place
- interact in situations that are open-ended and respect developmental stages and interests (e.g., produce a radio play, send a letter to a pen pal)
- use a variety of skills and strategies to enhance communication
- collaborate with the teacher in choosing topics of interest and in planning language activities.

Implications for Observing

The learner will have opportunities to communicate in French in situations that are personally meaningful

To what extent does the learner

- understand French communication that is provided in a meaningful context
- use strategies and processes to make sense of communication in French
- choose appropriate language to convey meaning in French according to purpose, context, and audience
- support and enhance communication through the use of appropriate language structures

in a variety of learning situations?